



Pierpont Community & Technical College
Board of Governors Meeting

Regular Meeting

Tuesday, October 27, 2026
2:00 PM

Pierpont's Advanced Technology Center (ATC)
500 Galliher Drive
Fairmont, WV 26554
Room 303

AGENDA

- I. Call to Order
- II. Conflict of Interest
- III. Roll Call
- IV. Constituent Comments
 - A. Faculty Senate *Tab 1*
Lisa Foster
- V. *Consent Agenda *Tab 2*
 - A. Minutes of the September 22, 2026 Board of Governors Meeting
 - B. President's Report
 - C. Student Services Report

**Denotes possible action item*



Mission: To provide accessible, responsive, comprehensive education that works
Vision: To empower individuals and strengthen communities through exceptional training and educational pathways
Tagline: Education that works!

VI. Committee of the Whole

- | | |
|--|---------------|
| A. *Resolution for Approval - Acceptance of Financial Statements and the Independent Auditor's Report by Suttle & Stalnaker, PLLC of Pierpont Community & Technical College's Financial Statements as of and for the year ended June 30, 2026
<i>Dale Bradley</i> | Tab 3 |
| B. Composite Financial Indicator (CFI) FY 2026 Analysis
<i>Dale Bradley</i> | Tab 4 |
| C. FY 2026 Year-End Cash Balances
<i>Dale Bradley</i> | Tab 5 |
| D. 2023, 2024, and 2025 Clery Act Report Summary
<i>Dale Bradley</i> | Tab 6 |
| E. FY 2027 Education and General Tuition and Program Fee Revenue Analysis
<i>Dale Bradley</i> | Tab 7 |
| F. September 30, 2026, Combined Finance Report
<i>Dale Bradley</i> | Tab 8 |
| G. Capital Projects Expenditure Report as of September 30, 2026
<i>Dale Bradley</i> | Tab 9 |
| H. *Resolution for Approval - BOG Committees and Committee Membership
<i>Dr. Michael Waide</i> | Tab 10 |
| I. *Resolution for Approval of a 30-day Public Comment Period for Policy PP- 2023 Administrator Evaluation
<i>George Perich</i> | Tab 11 |

**Denotes possible action item*



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Pierpont Community & Technical College Board of Governors Meeting

- VII. Board Members' Reflections (3-minute limit)**
- VIII. Adjournment**

**Denotes possible action item*



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Tab

1

TO: Board of Governors

FROM: Lisa Foster, Faculty Senate President

DATE: October 15, 2026

SUBJECT: Faculty Senate Report

The Faculty Senate of Pierpont Community & Technical College submits this report for presentation at the Board of Governors meeting to be held on October 27, 2026.

Standing Committees

Our standing committees have been meeting to review their charges, establish priorities, and identify areas where they can make a meaningful impact on faculty and student success. Along with their ongoing responsibilities outlined in the Faculty Senate Bylaws, committees are addressing new charges connected to the college's Persistence Prioritization initiatives. These committees provide faculty with an opportunity to contribute their expertise, raise concerns, and participate in developing solutions that benefit the college community.

Several key activities are currently underway within our committees.

The **Faculty Development and Welfare Committee** is working on the promotion timeline and identifying ways to assist faculty throughout the promotion process. The committee is also exploring ways to increase faculty engagement in student events, addressing Blackboard and college email access for adjunct faculty, and researching and reviewing adjunct faculty pay. These efforts reflect the importance of supporting faculty, addressing practical concerns, and ensuring that faculty have the resources and information they need to be successful.

The **General Education Committee** has reviewed and revised its committee charges to clarify its responsibilities and establish priorities for the academic year. This work helps ensure that the committee's efforts remain focused and aligned with its responsibilities.

The **Media and Learning Committee** is exploring the development of an internal policy for online onboarding, along with an operational handbook to help establish consistent processes and expectations. This work provides an opportunity to identify needs, improve consistency, and develop processes that support faculty in their teaching responsibilities.

The **Curriculum Committee** continues to process curriculum proposals in accordance with established college policies and procedures. The Registrar's Office has provided deadlines for curriculum proposals, and the committee remains committed to meeting those dates. Following established procedures and timelines is essential to maintaining a fair, consistent, and transparent curriculum review process. Faculty participation in curriculum development and review is a key part of shared governance, ensuring that academic decisions receive appropriate consideration through the established channels.

Curriculum Proposals—New and Modified Programs

The Curriculum Committee processed twenty-one proposals at its September meeting, and Faculty Senate approved those proposals at our October meeting. Eighteen course proposals supported the program proposal to create a **Bridge to Associate Degree in Nursing (ADN)** program, which is an accelerated pathway designed for licensed practical nurses (LPNs) and nationally registered paramedics seeking to become registered nurses. Using existing courses, American Sign Language created a new **C.A.S. in American Sign Language** for students and working professionals who may regularly interact with the Deaf community but do not plan to become professional sign language interpreters. Early Childhood updated the **Early Childhood Classroom Assistant Teacher, Advanced Skill Set**; with the addition of a math course that the WV Department of Education requires, the proposal updated the Early Childhood Classroom Assistant Teacher from a skill set to an advanced skill set.

Faculty Concerns

Communication between faculty and administration remains a priority. Continued communication and future meet-and-confer discussions provide opportunities to address concerns, exchange ideas, and work toward solutions.

Student Success

As we move further into the semester, student success remains a shared responsibility. Faculty continue to play a critical role in helping students stay engaged, navigate their educational experiences, and reach their goals. We also recognize the importance of meeting students where they are and finding opportunities to strengthen faculty connections with students through campus activities and engagement.

Shared Governance

Moving forward, the Faculty Senate will continue to advocate for meaningful faculty participation in the decisions that affect our work and our students. Effective shared governance requires continued collaboration, open communication, and a willingness to listen

to different perspectives. While faculty and administration have different responsibilities, we share a common goal of strengthening Pierpont and supporting student success.

Closing

Thank you for your continued support of the Faculty Senate and its work. We will continue to encourage faculty involvement, maintain open lines of communication, and work toward a college environment where shared governance is reflected not only in our policies and committees, but also in how we make decisions together.

Respectfully submitted,

Lisa A. Foster, Faculty Senate President

Tab

2

PIERPONT COMMUNITY & TECHNICAL COLLEGE BOARD OF GOVERNORS

Meeting of October 27, 2026

ITEM: Consent Agenda

RECOMMENDED RESOLUTION: Resolved, that the Pierpont Board of Governors approve the Consent Agenda as proposed.

STAFF MEMBER: Dr. Michael Waide, President

BACKGROUND:

The Consent Agenda is a board meeting practice that groups routine business and reports into one agenda item. The consent agenda can be approved in one action, rather than filing motions on each item separately. The items on the consent agenda are non-controversial items or routine items that are discussed at every meeting. They can also be items that have been previously discussed at length where there is group consensus.

The following items are included in the Board book and listed on the proposed consent agenda.

1. Minutes of the September 22, 2026 Regular Board of Governors Meeting
2. President's Report
3. Student Services Report



Pierpont Community & Technical College Board of Governors Meeting

Regular Meeting

**Tuesday, September 22, 2026
2:00 PM**

**Pierpont's Advanced Technology Center (ATC)
500 Galliher Drive
Fairmont, WV 26554
Room 303**

MINUTES

Notice of Meeting

A meeting of the Pierpont Community & Technical College (Pierpont) Board of Governors was held on September 22, 2026, beginning at 2:00 PM. The meeting was conducted in person at the Advanced Technology Center in Fairmont, WV. Advanced announcement of this meeting was posted on the WV Secretary of State's Meeting Notices Webpage.

I. Call to Order

David Hinkle, Vice Chair, called the meeting to order in open session at 2:02 PM.

II. Conflict of Interest

David Hinkle requested Board members to examine the agenda and disclose any potential conflicts of interest.

III. Roll Call

Amanda Hawkinberry conducted a roll call:



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Name	Present/Not Present
Thomas Cole	Present (Zoom)
David Hinkle	Present
Anthony Hinton	Not Present
Lisa Lang	Not Present
Christine Miller	Not Present
Juanita Nickerson	Present
Jeffrey Powell	Present
Cierra Roberts	Present
Joanne Seasholtz	Present

Amanda Hawkinberry announced there was a quorum present.

IV. Constituent Comments

A. Faculty Senate

Lisa Foster provided a report from Faculty Senate (Report provided in Agenda packet).

V. Consent Agenda

A. Minutes of the June 23, 2026 Board of Governors Meeting and President's Report

Jeffrey Powell moved to approve the meeting minutes from the June 23, 2026 Board meeting and accept the President's report. Thomas Cole seconded the motion. All agreed. Motion carried.

VI. Committee of the Whole

A. Board of Governors Evaluation Results



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George Perich reviewed the results of the Board of Governors evaluation. Four responses were received this year, with no significant changes noted in the results compared with the previous three academic years.

Identified strengths included the Board's ability to work well together, support the College's mission, and open communication. Areas identified for improvement included greater support and advocacy for the College and stronger Board representation at College and community events.

Board participation in the evaluation process was also discussed. It was suggested that future evaluations could potentially be completed during a Board meeting to encourage greater participation.

B. August 31, 2026 Combined Finance Report

Dale Bradley reviewed the August 31, 2026 Combined Finance Report (Report provided in Agenda packet).

C. Enrollment Profile & Trends: Enrollment Funnel and Conversion

Nancy Parks reviewed the Student Services and Enrollment Focus Report (Report provided in Agenda packet). Fall 2026 headcount exceeded Fall 2025 enrollment, with a total headcount of 1,711 students. Of the Fall 2026 student population, 52.2% were part-time students and 44.8% were full-time students. West Virginia residents represented 96.6% of the student population, with Harrison, Marion, and Preston counties accounting for the largest number of students.

Student persistence from Spring to Fall was also reviewed. Seven academic programs achieved a persistence rate of 80% or greater, while 12 programs had persistence rates between 50% and 79%. Two programs had fewer than half of their eligible students return for the Fall semester.

The importance of utilizing Student Support Services and the early alert process was discussed. Administration emphasized the need to ensure that faculty and adjunct faculty are aware of available student support resources and consistently



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utilize those services when appropriate to assist with student persistence and success.

Nancy Parks also provided an update on students removed for nonattendance and nonpayment (**Attachment A**). A total of 67 students were removed for nonpayment, while 85 students were removed for nonattendance. Thirty students appeared on both lists, and 15 students were subsequently reinstated. It was also reported that approximately 100 students utilized Pierpont's payment plan for the Fall 2026 semester.

D. Student Persistence Metrics

Olivia Boltz reviewed the Student Persistence and Academic Momentum Report (Report provided in Agenda packet). Student persistence metrics, including semester persistence and outcomes-based persistence. Data indicated that degree-seeking students who did not receive a D, F, or withdrawal during their first fall semester were more likely to return the following fall.

General education courses were identified as particularly important because they reach a significant number of students during their first semester. Student course evaluations were compared with DFW rates, with higher levels of negative feedback identified in courses with higher DFW rates.

A review of previous years' course evaluations identified seven recurring themes or areas of friction, including communication, feedback, and consistency. These findings will help inform continued efforts to improve student persistence and academic outcomes.

E. Strategic Plan

Olivia Boltz presented and reviewed the Strategic Plan Update Report (**Attachment B**), highlighting progress since the Board's last update in May. The following objective updates were noted:

- Objective 1.1b – Met: The College achieved its goal of 15,000 contact hours in career and corporate training programs.



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- Objective 1.3b – Met: Methods and standards were established for collecting baseline data on graduate job placements.
- Objectives 2.1a and 2.1b – In Progress: Work continues to integrate in-demand career and corporate training into career pathways and to develop comprehensive pathway guides for academic and career programs.
- Objective 3.1 – Met: The College achieved its goal of implementing BILT advisory committee practices across academic programs.
- Objectives 3.3a and 3.3b – Met: Goals related to establishing co-enrollment processes and expanding collaborative service opportunities with community-based organizations were achieved.
- Objective 4.1b – Met: The College achieved its goal of increasing career training enrollment by 450 students through FY 2026.
- Objective 4.3 – Met: The College achieved reaffirmation of accreditation with no stipulations.
-

Planning for the College's next Strategic Plan will incorporate unmet goals from the current plan, work completed during the Board retreat, and Cabinet's strategic initiatives. The College anticipates presenting a new three-year Strategic Plan to the Board for approval in April 2027. The planning process will also consider how funding formula metrics and Higher Learning Commission criteria can be incorporated into the plan. Drafts

F. Priority: Persistence: Every Student Forward

Dr. Coffindaffer reviewed the Persistence Prioritization Overview and Progress Update Report (Report provided in Agenda packet) and discussed the College's ongoing efforts related to student persistence.

G. General Education Assessment

David Beighley presented and reviewed the General Education Assessment Report (**Attachment C**), highlighting results in Written Communication and Quantitative Literacy. Overall results demonstrated improvement, with students increasingly moving from the Developing level into the Proficient and Advanced levels. Written Communication showed a positive three-year trend, although it



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remains an area for continued institutional improvement when compared with the external comparison group. Significant improvement was noted in MTH 1207, where 80% of assessed students performed at the Proficient or Advanced level in the most recent assessment cycle. Continued improvement efforts will focus on strengthening written communication, applied problem-solving, data interpretation, and quantitative reasoning.

The Board discussed opportunities to further disaggregate the data, including reviewing results by county and by students' educational backgrounds, such as homeschool, public school, and private school.

H. Accreditation

David Beighley provided an update on programming accreditation activities:

- The Health Information Technology AAS program submitted its accreditation report to the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) on August 31. A virtual site visit is scheduled for December 2–3, 2026.
- The Food Service Management program also submitted its accreditation report on September 21, with a site visit scheduled for November 1–4, 2026.
- The College is preparing the accreditation report for the Surgical Technology program. The site visit is scheduled for February 1-2, 2027
- The Emergency Medical Services program received “Six Visit Findings”; from the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). CoAEMSP will evaluate the program's response in February 2027.

Olivia Boltz reviewed the Accreditation Update Report (Report provided in Agneda packet). The Higher Learning Commission removed the College from Notice on June 25, 2026, reaffirming its accreditation status and closing the associated monitoring period.



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The College continues to prepare for its upcoming Comprehensive Evaluation, which will be conducted by the Higher Learning Commission (HLC) in September 2027.

The Advanced Technology Center and the Culinary Academy at the Middletown Commons have been selected for a multi-location visit scheduled for March 1–2, 2027. The visit will confirm that the College provides effective and consistent oversight of locations beyond the main campus and will allow the evaluation team to observe normal College operations.

I. Foundation Update: Capital Campaign

Kathy Hypes provided an update on the Foundation’s capital campaign, including proposed naming opportunities and the role of executive leadership in supporting the campaign. The Board’s role will primarily focus on advocacy, identifying potential donors, and facilitating warm introductions rather than directly soliciting contributions. It was noted that all naming opportunities will be handled in accordance with Board of Governors Policy 5002 Commemorative Tributes and Naming.

VII. Adjournment

There being no further business, the meeting adjourned.

Respectfully submitted by Amanda N. Hawkinberry



TO: Board of Governors

FROM: Nancy Parks, AVP, Student Services

DATE: September 22, 2026

SUBJECT: Faculty Senate Report: Removal Updates; Current Enrollment

Removal for Non-Payment/Non-Attendance Updates

Analysis of Fall 2026 student removals identified distinct patterns between students withdrawn for non-payment and those withdrawn for non-attendance.

For the 67 students removed due to **non-payment**, registration timing was a significant factor. Nearly 40% of students on the non-payment list registered during August, and more than one-half registered after June, reducing the time available to complete financial aid, payment, and enrollment requirements prior to institutional deadlines.

Review of student records and notes provided by the Office of Financial Aid identified several recurring barriers, including missing or incomplete FAFSA applications, SAP appeal requirements, unaccepted financial aid awards, incomplete loan documentation such as Master Promissory Notes (MPNs), verification requirements, and outstanding WV Invest eligibility requirements. In addition, 12% of all students attempting to access aid were in default on student loans and were, by law, ineligible for any additional aid.

Many students, though, resolved these issues in time for re-instatement to their classes. were subsequently reinstated, highlighting the effectiveness of the interventions referenced in the pre-meeting Board materials.

For the 85 students removed due to **non-attendance**, registration timing was less influential. Students withdrawn for non-attendance registered throughout the enrollment cycle, with registrations distributed relatively evenly from March through August. Late registration was not a primary driver of non-attendance. Instead, the findings suggest that student engagement and course participation after enrollment were more significant factors.

The courses most affected by removal for non-attendance were the following, all general education courses: **OFAD 1150; ENGL 1104; BIOY 1170; MTH 1207; BIOY 1171**. Program-specific students included **AVMT; VETT; and CRJU**, in particular.

Note: Thirty students appeared on both removal lists; 15 were subsequently re-instated.

Plans for Improvements: Removal for Non-Payments

To remain “flexible and responsive” to students who decide relatively late to attend Pierpont, students will continue to have that option to apply in August. We will work on internal practices to enhance students’ smooth entry into the semester.

To further reduce the number of students removed for non-payment, the Financial Aid Office is partnering with Student Accounts to review its calendar of communications with students. Revised communications will be written in a more concise, reader-friendly format with clear “next steps” provided to help students differentiate their financial aid options from their account balance responsibilities. These efforts are being facilitated by the AVP, Student Services, and the Director of Marketing/Communication.

Other ideas under discussion are adding a significant “Financial Aid Education” component to each orientation/registration session or even a separate orientation later in the summer focused solely on students’ responsibilities in securing and keeping aid.

Plans for Improvements: Removal for Non-Attendance

Of the 85 students removed for non-attendance, only 13 had been referred to the services of the Early Alert program, and only 11 of those were referred by their teaching faculty. (Four of those 13 students had also been removed for non-payment.)

The Student Success Director contacted all 13 students, six of whom were receptive to the outreach. Five of those six students were reinstated.

Such outreach highlights the importance of classroom faculty using all support services available in a timely fashion. Of the students referred to the system, 38% were reinstated. If all 85 students removed for non-attendance had been referred and returned at a similar percentage, it is possible that up to another 32 students could have been reinstated.

The AVP, Student Services, and academic Provost hold regular conversations to discuss how to encourage faculty to use existing support services and to educate all faculty about such services in their onboarding and tenure at the institution. Adjunct faculty may be most at-risk for not knowing about all such services, illustrating that onboarding for faculty is as important as student on-boarding.

Another such service in addition to Early Alerts is alerting the Office of the Registrar to students’ 4 weeks grades, which serve as a guidepost for students prior to midterm grades later in the semester. Of the 32 faculty who did not submit grades at this semester’s 4-week mark, only six were full-time faculty; the remaining 26 were adjunct faculty, including 15 of whom teach dual-enrollment classes exclusively.

**FALL 2026 Enrollment, September 21, 2026
Compared to Census Date, Fall 2025**



Enrollment Comparison Summary by Student Type

Student Type	Previous Term		Current Term		Differences			
	202610 - Fall Semester 2025		202710 - Fall Semester 2026					
	As of 10/15/2025		As of 9/21/2026					
	Count	FTE	Count	FTE	Count	Percent	FTE	Percent
1 - First-time Freshman	347	339.13	358	353.00	11	3.17	13.87	4.09
2 - Returning Student	400	335.13	399	333.60	-1	-0.25	-1.53	-0.46
3 - Readmitted Student	61	43.87	55	38.87	-6	-9.84	-5.00	-11.40
6 - Transfer Student	151	126.13	155	132.93	4	2.65	6.80	5.39
9 - Other	23	8.53	15	5.33	-8	-34.78	-3.20	-37.50
W - CE - Workforce Education	4	2.73	0	0.00	-4	0.00	-2.73	-100.00
	986	855.52	982	863.73	-4	-0.41	8.20	0.96
8 - HS Student Taking College Crs	721	263.60	788	282.33	67	9.29	18.73	7.11
	1,707	1,119.12	1,770	1,146.0	63	3.69	26.93	2.41

High School Students Taking College Courses: 788

School of Health Sciences: 451

Health Sciences program: 167

School of BAT: 282

AVMT program: 114

School of GEPS: 155

FOSM program: 49

Headcount overall is up by 63 from last year's census, thanks in large part to dual enrollment. While headcount is down by 4 for the traditional students, FTE (full-time equivalency) is slightly up, meaning that those students are enrolled in more credit hours. Given an FTE increase of less than 1% qualifies this as "flat" enrollment.

Although the FTEs of high school students taking college courses has increased, those increased enrollments do not have the same impact on the overall budget due to State reimbursement policies. Thus, enrollment initiatives will continue to focus on the more traditional student "types."

Pierpont Strategic Plan: Alignment 2024-2026

I. People:

Encompasses all student demographics, potential students, faculty, and staff. Advance an inclusive and supportive environment where everyone can thrive in fulfillment of our college mission and vision. Objectives focus on enhancing the recruitment, retention, and success of students while supporting the professional growth and well-being of faculty and staff. Leads: Academic Services, HR, President's office, and Student Services.

1. Increase Enrollment Among All Student Demographics
2. Increase Student Retention*
3. Increase Graduation Rates and Related Employment*
4. Develop and Retain Talented Faculty and Staff

Strategic Objectives:	Targets:	Measures:	Timeline:	Progress:
[1.1a]	15% increase in total weighted growth in enrollment by student type and demographic groups.	Student application and enrollment data by specific student demographics	By Fall 2026	In Progress
[1.1b]	Increase contact hour completed in career and corporate training programs to 15,000 contact hours	Contact hour production data reported to HEPC	15,000 contact hours in FY 26	Met
[1.2a]	1% improvement in fall-to-fall retention rates amongst degree and certificate seeking students. *	Data reported to IPEDS	By Fall 2026	Met
[1.2b]	1% improvement in fall-to-spring retention rates amongst degree and certificate seeking students. *	Data reported to HEPC	By Fall 2026	Met
[1.3a]	2% improvement in graduation rates amongst degree and certificate (CAS) seeking students. *	Data reported to IPEDS	By Fall 2026	Met
[1.3b]	Develop and establish clear methods and standards for collecting baseline data on graduate job placements.	Tracking and collection of student placement rate data in relevant jobs post-completion of programs	Implementation by Fall 2026	Met
[1.4a]	Increase Communications Module Satisfaction Score 16% from 3.2 to 3.7.	Survey data	By January 2026	Not Met (3.56)
[1.4b]	Increase Staff Development Module Satisfaction Score 18% from 3.4 to 4.0.	Survey data	By January 2026	Not Met (3.76)
[1.4c]	Increase Favorable Engagement Score from 71.4% to 75%.	Survey data	By January 2026	Met (76%)

* Due to the Board of Governors degree policy changes (as of Oct 4, 2024), Board of Governors graduation and retention data will not be included in success measures.

II. Programs:

Develop and continuously improve all academic programs, including associate degree, certificate, and career and corporate training offerings. In fulfillment of our college mission and vision, objectives provide transparent, high-value, stackable learning opportunities leading to additional studies, industry-recognized credentials, workplace readiness, and gainful employment. Leads: Academic Services and Student Services.

1. Communicate Comprehensive Academic and Career Pathways
2. Provide Experiential Learning Opportunities in Career Pathways
3. Provide a Co-Curricular Activity per Term in Each Program Area
4. Integrate VR and AI into Curriculum

Strategic Objectives:	Targets:	Measures:	Timeline:	Progress:
[2.1a]	Develop and integrate in-demand career and corporate training in career pathways.	Pathway inclusion rate: 25% of pathways by Fall 2025 and 75% of pathways by Fall 2026	1-2 years	In Progress
[2.1b]	Develop clear, structured, and comprehensive pathway guides for academic and career programs.	Program implementation rate: 40% of program areas by Fall 2025 and 100% of program areas by Fall 2026.	1-2 years	In Progress
[2.2]	Establish and communicate experiential learning opportunities.	Implementation of one developed experiential learning opportunity within 50% of the career pathways by Fall 2025, and 75% of all career pathways by Fall 2026.	2 years	Met
[2.3]	Develop a method of incorporation and assessment to ensure all academic programs have at least one co-curricular activity per term.	Program incorporation rates: 75% by Fall 2025 and 100% by Fall 2026.	2 years	Met
[2.4]	Pilot the integration of VR/AI technologies/methodologies into four areas.	Program assessment	By Fall 2026	In Progress

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III. Partners:

Establish and strengthen institutional and individual relationships with business/industry, education, government, and community-based organizations and key-stakeholders. In fulfillment of our college mission and vision, foster stronger and more intentional collaborations to effect greater institutional outcomes and collective impact throughout our service area. Leads: Academic Services, President’s office, and Student Svcs.

- 1. College-wide Implementation of Employer Advisory Committees
- 2. Increase Transaction Activity with Educational Partners
- 3. Collaborate with Community-Based Organizations (CBOs)
- 4. Develop a Pierpont Community Ambassador Program

Strategic Objectives:	Targets:	Measures:	Timeline:	Progress:
[3.1]	Implement BILT advisory committee engagement/practices.	100% of programs with active BILT advisory committees.	Annually	Met
[3.2a]	Increase agreements with secondary education partners.	Number of agreements.	By Fall 2026	Met
[3.2b]	Increase articulation agreements with universities.	Three new articulation agreements.	By Fall 2026	Met
[3.3a]	Establish co-enrollment processes between CBOs and Pierpont for career pathways, educational services, and support services.	Complete agreement of co-enrollment process.	By Spring 2026	Met
[3.3b]	Share service opportunities for collaborative impact with CBOs.	Invite and include CBOs in every major Day of Service.	By Spring 2025	Met
[3.4a]	Increase number of participants in Experience Pierpont Days	Increase number of participants by 10%.	By Fall 2024	In Progress
[3.4b]	Develop unique ambassador program for Experience Pierpont participants.	Participation in development and referral activities.	Annually	In Progress

* Due to the Board of Governors degree policy changes (as of Oct 4, 2024), Board of Governors graduation and retention data will not be included in success measures.

IV. Performance

Measures flow from People, Programs, and Partners goal areas. Key performance indicators point to the college’s capacity and resources to fulfill its mission and vision. Achievement will lead to greater recognition of the college’s value by accrediting agencies and regional stakeholders, and demonstrable fulfillment of the mission. Leads: Academic Services, Advancement, Finance, HR, President’s office, and Student Services.

- 1. Enrollment/Graduation*
- 2. Financial Health
- 3. Accreditation
- 4. Increase number and value of sponsored activities

Strategic Objectives:	Targets:	Measures:	Timeline:	Progress:
[4.1a]	20% growth in reported fall enrollment data based on student FTE. *	Enrollment data	By Fall 2026	In Progress
[4.1b]	Increase by 450 career training students through FY 2026	CCT reporting data	By FY 2026	Met
[4.1c]	2% improvement in graduation rates amongst degree and certificate (CAS) seeking students*	Measured by data reported to IPEDS.	By Fall 2026	Met
[4.2]	Improve CFI Rating	Attain and maintain a CFI of 1.1 or greater	By End of FY 2026	In Progress
[4.3]	Reaffirmation of accreditation with no stipulations	HLC communication of accreditation determination	By Spring 2026	Met
[4.4a]	Enhance grant portfolio	Annualized grant portfolio value of \$450,000	By Fall 2026	Met
[4.4b]	Enhance Foundation endowment	Meet or exceed a balance of \$900,000	By Fall 2026	Met

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**Office of the Provost and Academic Affairs**

314 Advanced Technology Center

500 Galliher Drive

Fairmont, WV 26554

*David M. Beighley**Provost and VP of Academic Affairs**dbeighley@pierpont.edu**(304) 367-4726*

To: Pierpont CTC Board of Governors

From: David M. Beighley, Provost and Vice President of Academic Affairs

Subject: General Education Assessment Report

Date: 22 September 2026

This report presents Pierpont Community and Technical College's assessment of Written Communication and Quantitative Literacy in service and capstone courses across the Schools of Business, Aviation and Technology (BAT); General Education and Professional Studies (GEPS); and Health Sciences (HSCI). The report is intended to give the Board a concise view of student achievement, emerging trends, and the improvement priorities that follow from the evidence.

The assessment data contained in this report was generated through Pierpont's use of the Territorium HEIghten Outcomes Assessment Suite to evaluate students' achievement of key General Education Learning Outcomes. Territorium provides a viable external assessment measure because the HEIghten assessments use content developed by ETS and are supported by established assessment research, standardized scoring procedures, and defined performance levels. Student results are reported within "Developing," "Proficient," and "Advanced" categories, allowing Pierpont to examine patterns across academic schools, compare performance across assessment cycles, and consider institutional results in relation to an external comparison group. This structure provides a consistent source of evidence that would be difficult to obtain solely through locally developed assessments.

Territorium results are not intended to serve as the College's only measure of student learning or as a stand-alone evaluation of an academic program or individual faculty member. Instead, the data supplements course-level assessments, faculty analysis, student learning outcome results, and other institutional evidence. When considered together, these measures provide a more complete picture of student achievement and help the College identify curricular, instructional, and student-support improvements. This report provides the Board of Governors with a summary of the resulting trends, areas of progress, and priorities for continued improvement.

Key Findings

The results of Pierpont's General Education assessment activities show meaningful progress in both the Written Communication and Quantitative Literacy outcomes. Across all schools, the proportion of capstone students scoring in the Advanced band increased in Written Communication from 2% in AY2023-2024 to 14% in AY2025-2026. In Quantitative Literacy, the Advanced share increased from 7% in

AY2023-2024 to 21% in AY2024-2025, while the Developing share fell from 45% to 26%. At the same time, the comparison data indicates that additional improvement is needed, particularly in Written Communication, where Pierpont's overall distribution remains concentrated in the Developing band.

Assessment Context and Use of Results

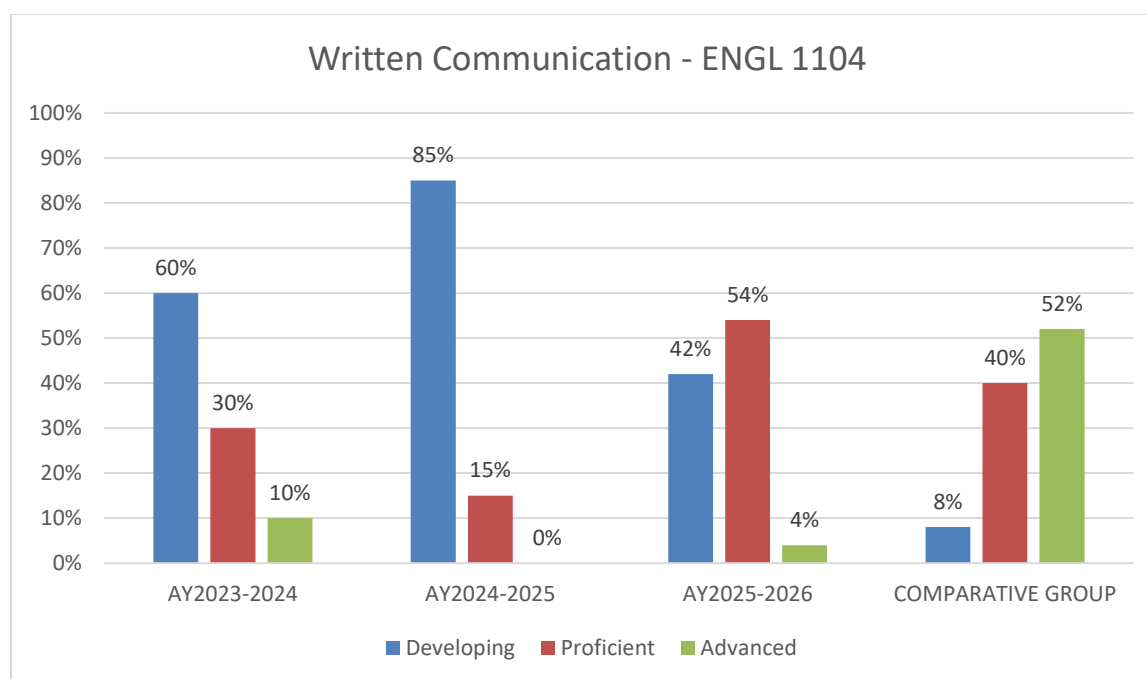
Capstone-level results provide evidence of the cumulative learning students carry into the final stage of their programs, while school-level data helps identify where patterns are shared across the College and where a more targeted response may be appropriate. The comparative group of similar institutions represented through Territorium assessments is included as a reference point for interpreting Pierpont's performance.

Consistent with the College's General Education Assessment Plan, these findings are used to guide course and assignment review, faculty discussion, professional development, and student-support strategies. Assessment is intended to improve curriculum and instruction, not to evaluate individual instructors.

Written Communication Assessment (Service Course / ENGL 1104: *Written English I*)

ENGL 1104: *Written English I* serves as a foundational General Education Communications course in which students develop the written communication skills needed for success in subsequent academic and technical coursework. Assessment at this level provides evidence of students' performance while they are receiving direct instruction in planning, organizing, developing, and revising written work. These results establish an institutional view of foundational writing achievement and help faculty identify areas that require additional instructional emphasis before students progress into advanced program coursework.

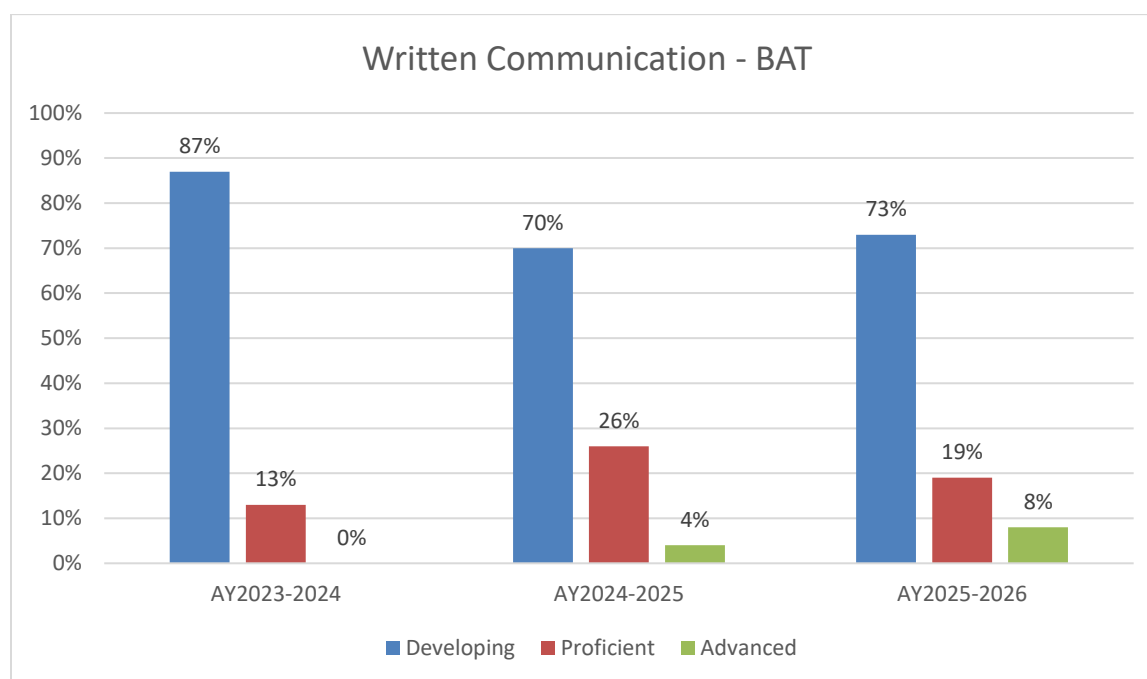
The three-year results vary considerably. The proportion of students in the Developing category increased from 60% in AY2023-2024 to 85% in AY2024-2025 before declining to 42% in AY2025-2026. During the most recent year, the Proficient share increased to 54%, while 4% of students performed at the Advanced level. This represents meaningful improvement from the prior year, although the distribution remains below the comparative group, particularly in the Advanced category.

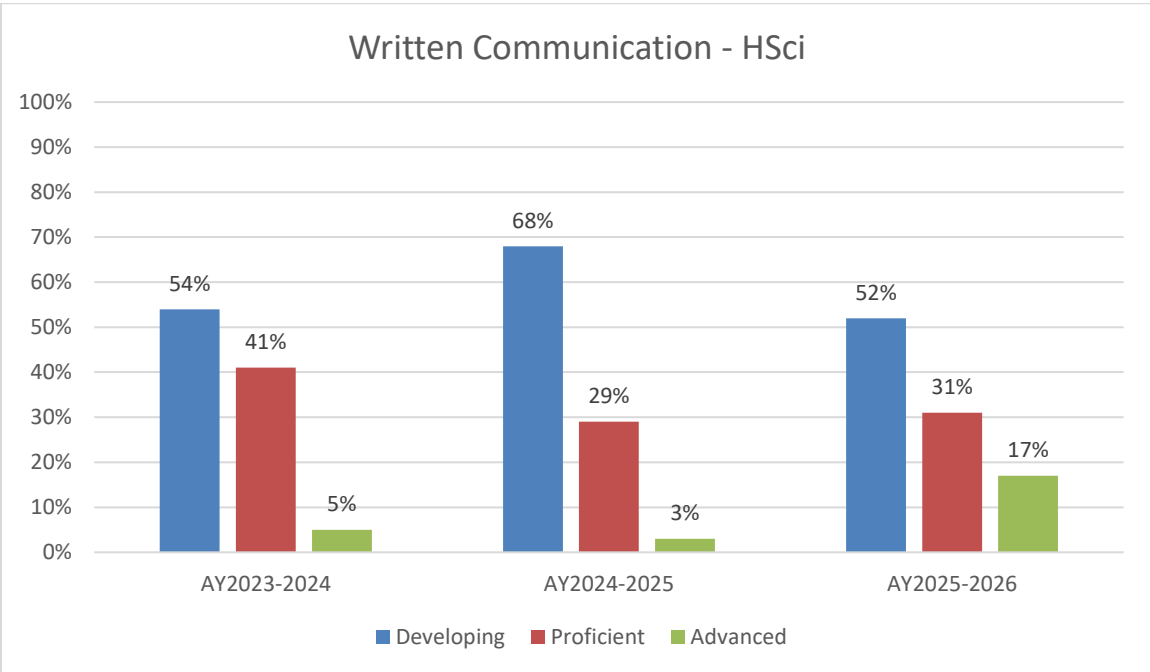
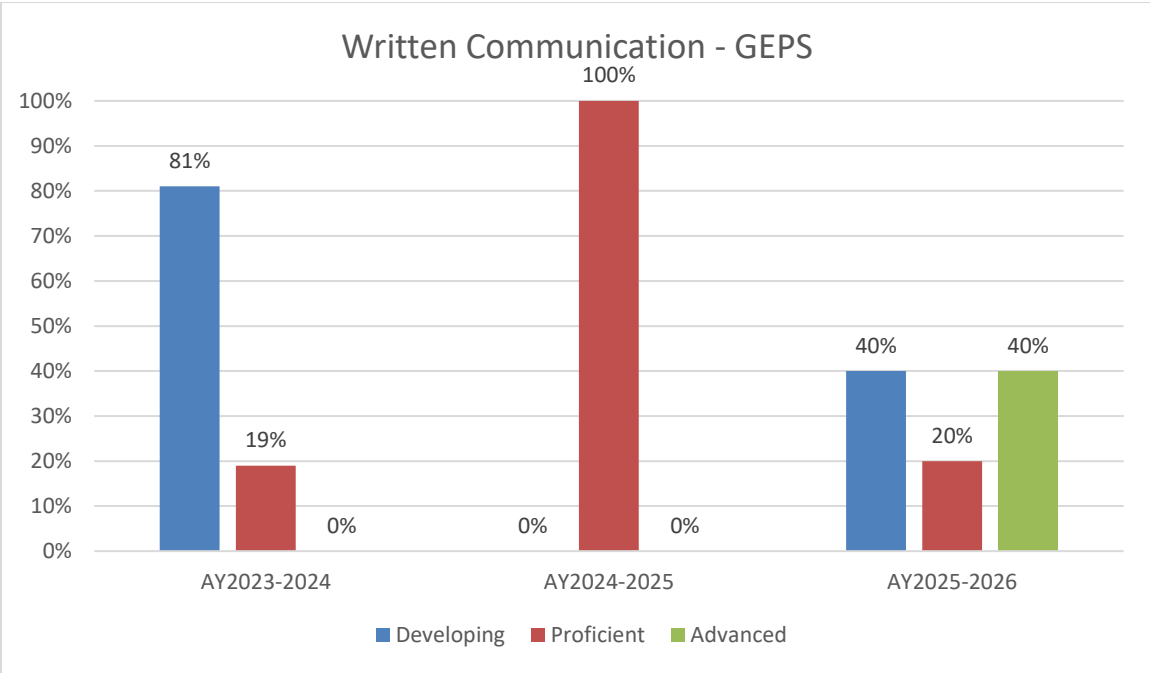


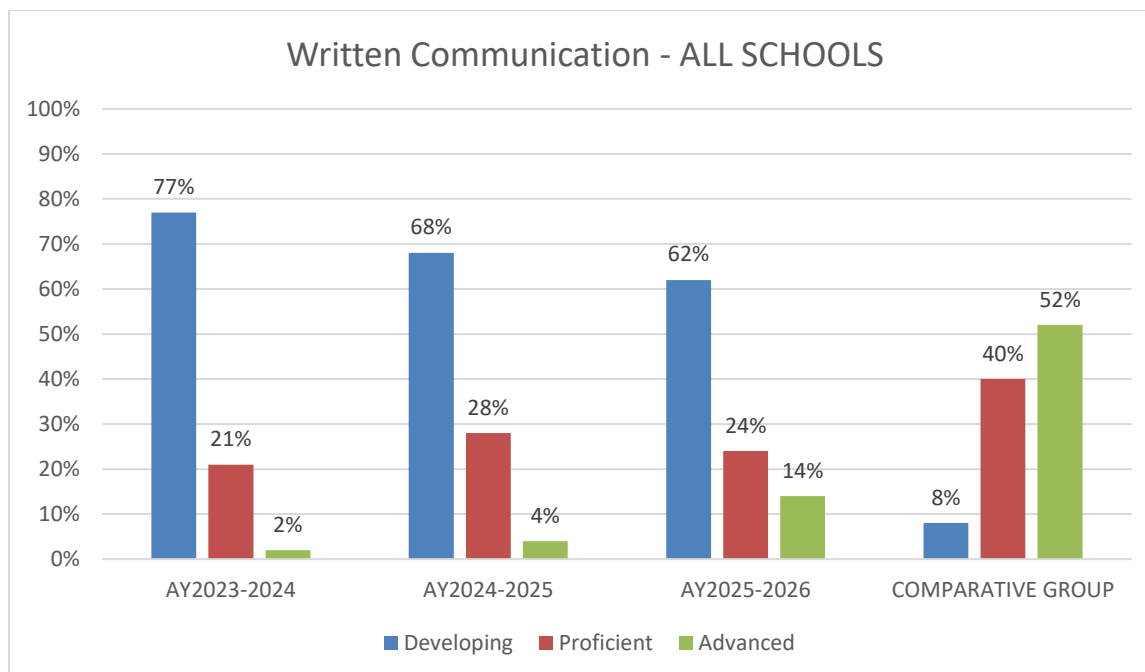
Written Communication Assessment (Capstone Courses)

The capstone assessment examines whether students can apply written communication skills within the advanced academic and professional contexts of their programs. Unlike ENGL 1104, where writing is taught as a primary course outcome, capstone courses require students to transfer those foundational skills to discipline-specific assignments, terminology, evidence, and audiences. Results are presented by academic school to help identify both institution-wide patterns and areas in which program-level expectations or instructional support may need further review.

The service course and capstone results should not be interpreted as a direct pre-test/post-test comparison because they may represent different students, cohorts, academic years, and assessment contexts. Considered together, however, they provide evidence of how written communication is developed in General Education and subsequently demonstrated within students' programs of study. The capstone results show improvement over time, but they also indicate uneven performance and reinforce the need for writing instruction and reinforcement across the curriculum.







Written Communication Interpretation

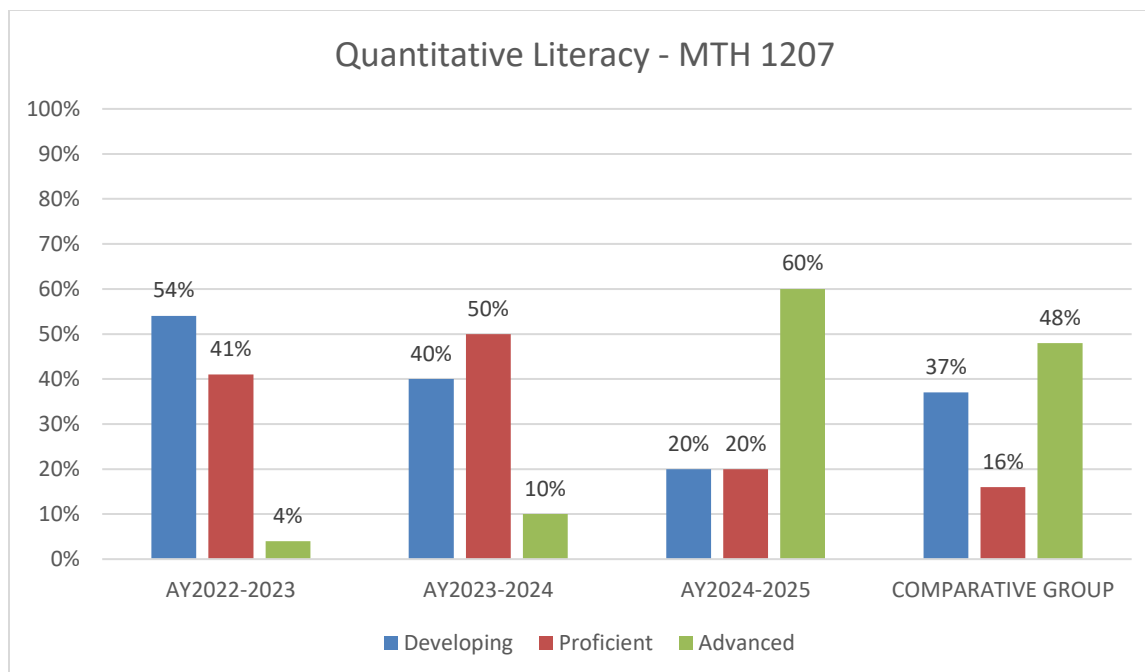
College-wide, the Developing share declined from 77% to 62% across the three-year period, while the Advanced share rose from 2% to 14%. This data is positive, but the comparison group shown in the chart has a substantially larger proportion of students in the Proficient and Advanced bands. Written Communication therefore remains the clearest institution-wide improvement priority.

The next phase of improvement should emphasize shared expectations for writing in general education and program courses; consistent use and calibration of common rubrics; stronger scaffolding of major writing assignments; and faculty review of the skills students are expected to demonstrate as they progress from service courses into capstones.

Quantitative Literacy Assessment (Service Course / MTH 1207: *Fundamental Concepts of Mathematics*)

MTH 1207: *Fundamental Concepts of Mathematics* provides foundational instruction in the quantitative reasoning students need to interpret information, solve practical problems, and draw conclusions from numerical evidence. Assessment in this service course measures student performance while these competencies are being developed through direct mathematics instruction. The results help the College evaluate the effectiveness of foundational quantitative instruction and identify skills that may require further reinforcement as students move into program-specific coursework.

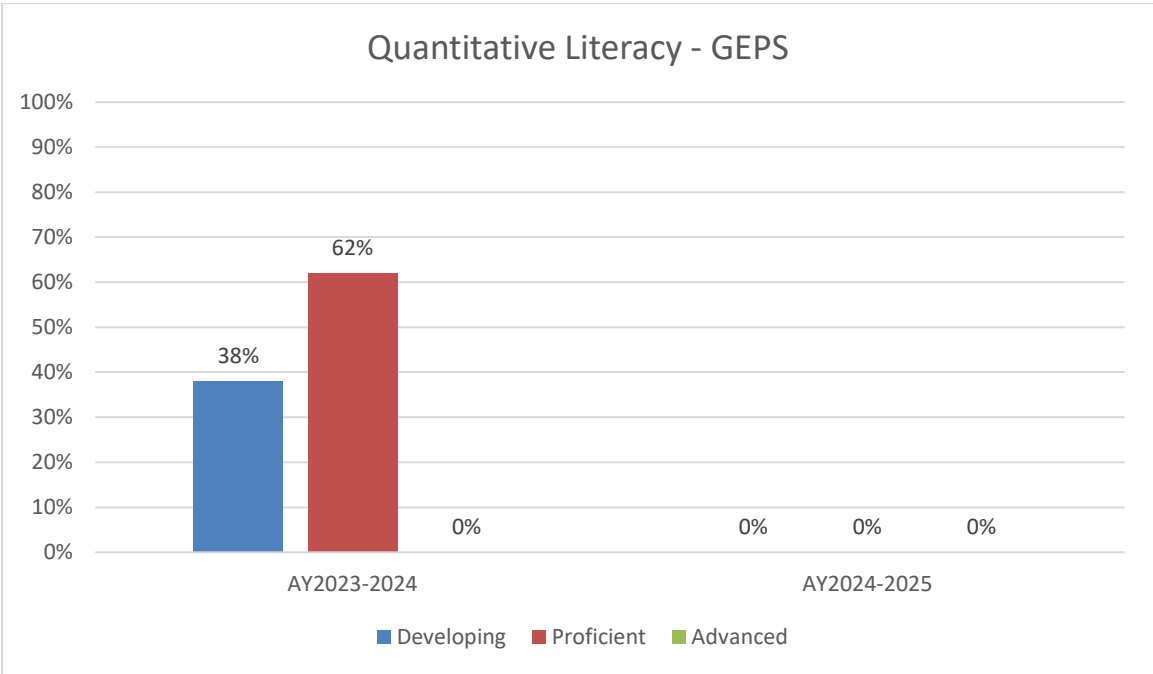
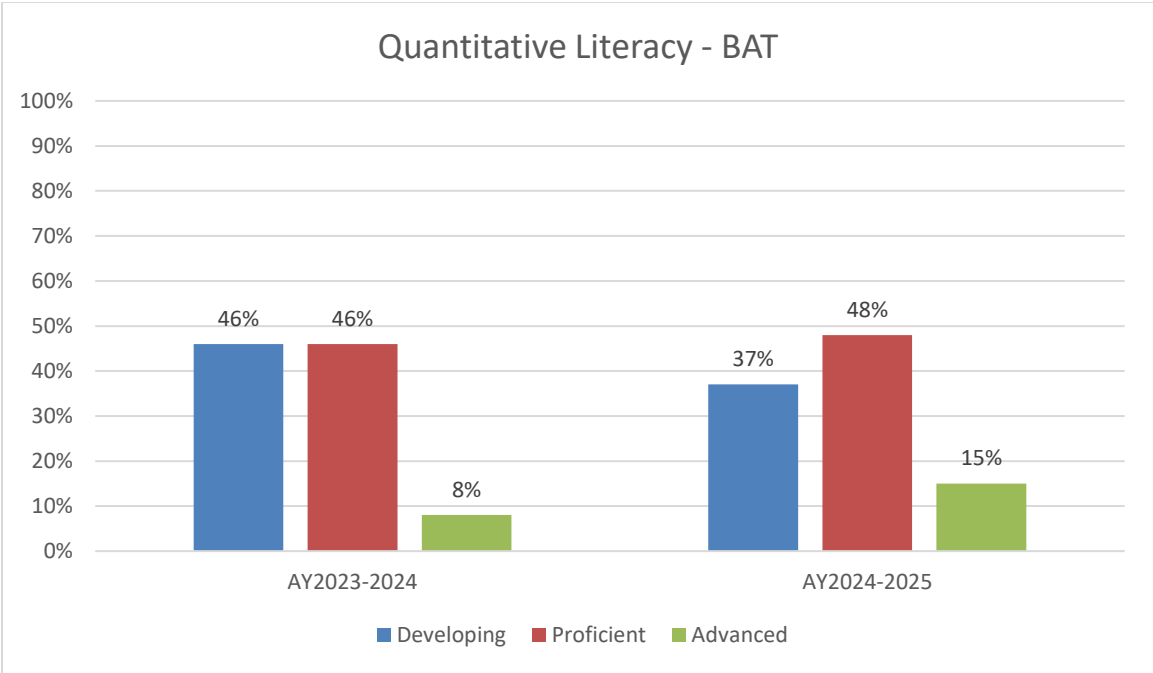
The results show substantial improvement across the three reported years. The Developing share declined from 54% in AY2022-2023 to 40% in AY2023-2024 and 20% in AY2024-2025. During the same period, the Advanced share increased from 4% to 10% and then to 60%. In AY2024-2025, 80% of assessed students performed at the Proficient or Advanced level, and the Advanced share exceeded that of the comparative group. These findings suggest stronger student performance in the most recent assessment cycle, while future assessment should determine whether the improvement is sustained across subsequent cohorts.

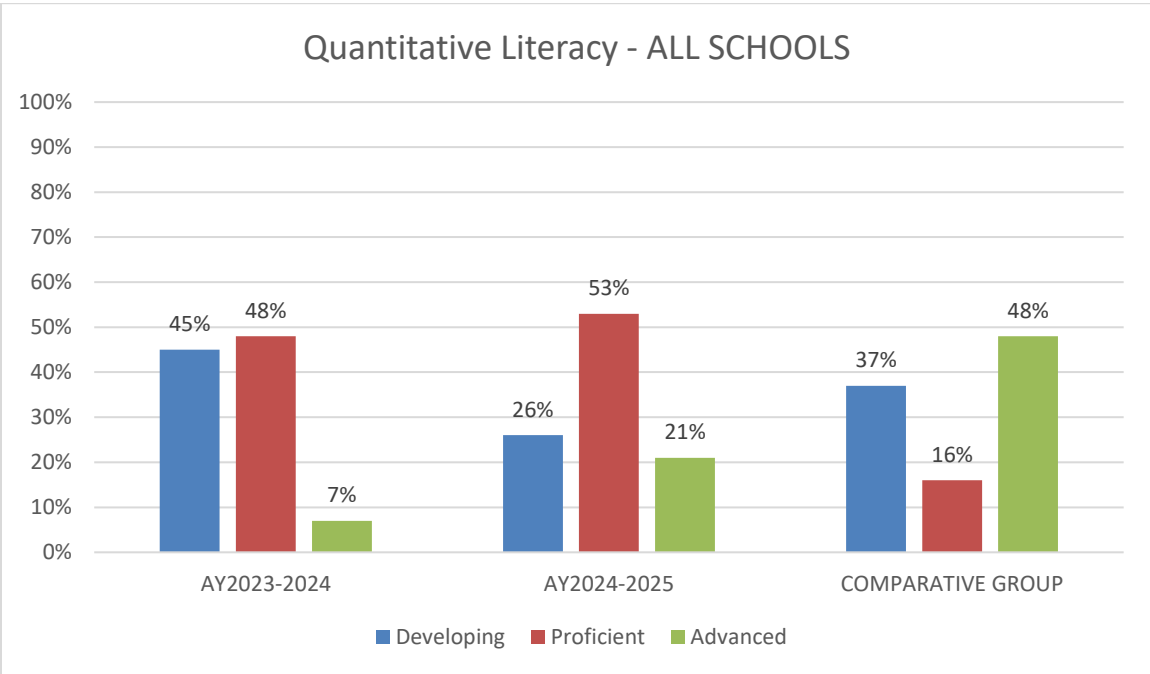
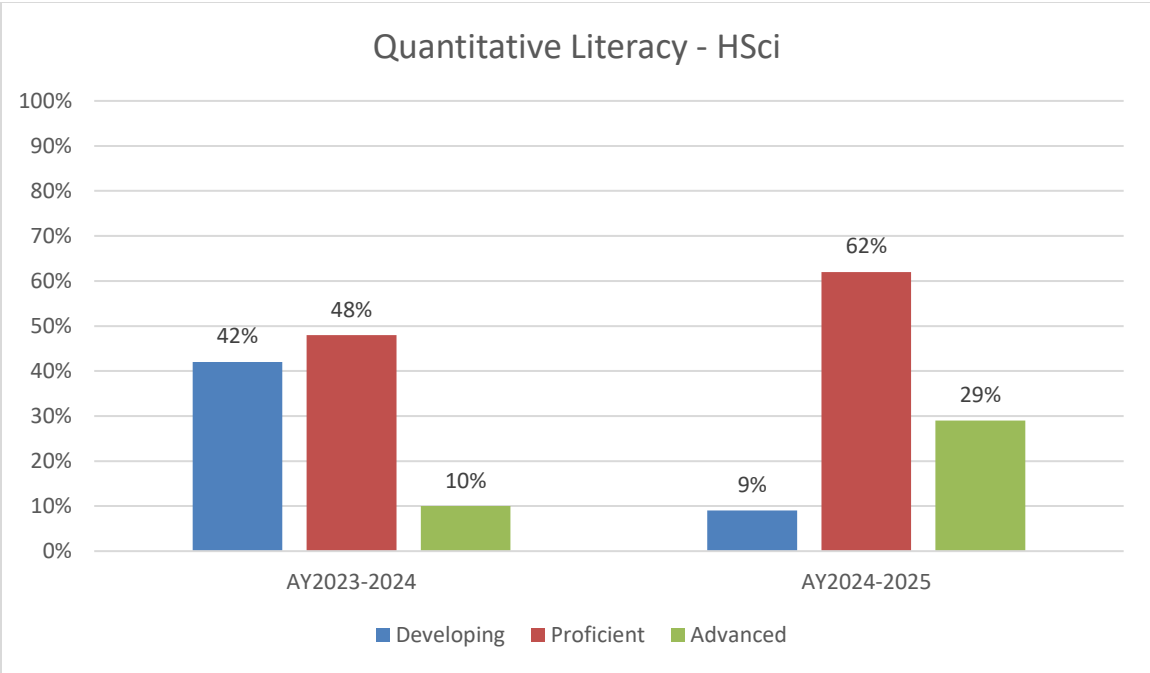


Quantitative Literacy Assessment (Capstone Courses)

The capstone assessment examines students' ability to apply quantitative literacy within the technical, professional, and discipline-specific contexts of their academic programs. At this level, students are expected not only to perform mathematical procedures but also to interpret data, select appropriate methods, explain their reasoning, and use quantitative evidence to support conclusions. Reporting results by academic school allows the College to determine whether students are transferring foundational mathematical skills into the applied settings they will encounter in employment or continued education.

As with Written Communication, the service course and capstone results represent different assessment points and should not be treated as a matched pre-test/post-test measure. Together, the results provide complementary evidence: MTH 1207 reflects achievement during foundational instruction, while the capstone assessment reflects the later application of quantitative skills within students' programs. The available capstone results show improvement overall, particularly in the movement of students from Developing to Proficient and Advanced performance, while also identifying the need for continued emphasis on applied problem-solving, data interpretation, and the explanation of quantitative conclusions.





Quantitative Literacy Interpretation

Across all schools, the combined results moved from 45% Developing, 48% Proficient, and 7% Advanced in AY 2023-2024 to 26% Developing, 53% Proficient, and 21% Advanced in AY 2024-2025. The reduction in Developing performance and the threefold increase in Advanced performance indicate that current instructional approaches are producing stronger outcomes. Even so, the comparison group includes a larger Advanced share, reinforcing the need to move more students from proficiency to higher-order application.

Improvement efforts should focus on the reasoning students use to reach conclusions, not only on procedural accuracy. Prior course-level findings showed that students were more successful in describing mathematical relationships than in drawing conclusions from them. Faculty discussion should therefore examine opportunities for applied problem solving, data interpretation, and explanation of quantitative reasoning in both general education and program-specific assignments. Academic Affairs will carry these findings into the annual assessment cycle through faculty analysis, rubric calibration, review of outcome and assignment alignment, and documented action planning. Complete, comparable data across schools and years will support program review and show whether improvement actions are closing the loop.

**President's Report to Board of Governors
October 2026**

As we move further into the fall semester, Pierpont continues to advance important priorities focused on student success, institutional effectiveness, financial stewardship, workforce development, and employee engagement. Much of this work reflects the progress and momentum of the past year while positioning the College for its next phase of strategic growth.

I want to thank our faculty and staff for their dedication and contributions to the successful launch of another academic year. Their commitment to our students, academic programs, and institutional mission continues to make a meaningful difference. I also appreciated the opportunity to connect with colleagues at the recent Presidential Reception. These opportunities to gather, recognize our accomplishments, and strengthen relationships are important to our institutional culture.

A significant milestone this fall was the successful groundbreaking of our new Aviation Education Center on September 30. This project represents years of planning, collaboration, and investment in Pierpont's future. The new facility will expand our aviation maintenance program from approximately 130 students to 200 to 230, supporting regional workforce needs and economic development. I am grateful to the faculty, staff, industry partners, and community leaders whose efforts have helped bring this project forward.

The following report highlights several institutional priorities and initiatives currently underway across the College.

Institutional Planning and Strategic Priorities

Our Cabinet continues to refine institutional and divisional priorities for the academic and fiscal year. Each division is developing an operational plan outlining key initiatives, responsibilities, timelines, and measurable outcomes. These plans will provide a framework for monitoring progress, improving coordination across divisions, and identifying opportunities for shared problem-solving and accountability.

We are also developing our next institutional strategic plan, with the goal of presenting the completed plan to the Board of Governors for approval in April 2027. This process will build upon our current institutional momentum while identifying priorities for student success, program development, operational effectiveness, and long-term sustainability.

Our accreditation work remains on schedule. We continue drafting the Higher Learning Commission assurance argument in preparation for submission in summer 2027 and our comprehensive evaluation visit in fall 2027. Academic leaders are also attending to specialized

accreditation requirements and continuous improvement efforts across several programs, including emergency medical services, health information management, surgical technology, and culinary arts.

Additional institutional effectiveness priorities include improving consistency across Argos data reports, strengthening data recovery planning, reviewing institutional contracts and renewal processes, and developing standardized guidelines for Memoranda of Understanding.

Financial Stewardship and Budget Planning

We initiated our institutional budget planning process earlier this year, with preliminary work beginning in October. Vice President Bradley has distributed budget request forms to fund managers, with submissions due October 30. Fund managers will work with their respective Cabinet leaders to review requests for alignment with institutional priorities and the strategic plan. Once compiled, requests will go to the President's Council, our institutional budget review group, for evaluation and prioritization. This approach strengthens transparency, encourages thoughtful resource allocation, and creates a more collaborative financial planning process.

Cabinet leaders are also advancing several related fiscal management initiatives, including:

- Expanding budget training for program coordinators and ensuring appropriate access to budget information through ROAR.
- Strengthening expenditure oversight and budget accountability in collaboration with academic deans.
- Improving financial reporting, including budget-to-actual variance analysis.
- Developing a financial assumptions document to support budget prioritization and long-term planning.
- Reviewing course and program fees to assess cost recovery and financial sustainability.
- Working with Marketing to ensure accuracy and transparency in published tuition and fee information.

Collectively, these efforts support our commitment to responsible stewardship of institutional resources and stronger financial decision-making.

Student Persistence and Success

Student persistence and success remain central to our institutional priorities through our Every Student Forward initiative. Our Persistence Working Group continues to advance practical, coordinated strategies to help students stay engaged, overcome barriers, and achieve their educational goals.

Current work includes proactive student outreach, positive nudges, and stronger connections between academic programs and student support services. Cabinet leaders are also developing a more intentional handoff process between professional advisors and faculty advisors, clarifying staffing needs in advising and admissions, and evaluating opportunities to expand Testing Center operations.

Additional efforts focus on improving the integration of Follett course materials, access codes, and student account systems to simplify student access to required learning resources. We are also reviewing academic term structures, including the winter intersession, to explore opportunities for greater flexibility and student progression.

These initiatives reflect our recognition that student persistence requires coordinated efforts across the College and a shared commitment to creating the conditions for student success.

Academic Innovation and Workforce Development

Pierpont continues exploring opportunities to expand educational pathways and respond to emerging workforce needs. Cabinet leaders are evaluating new programs, short-term credentials, and employer partnerships that support regional economic development and provide accessible pathways to employment and continued education.

Current conversations around program development and partnership opportunities include:

- Drone operator training funding from the West Virginia Community and Technical College System.
- Artificial intelligence applications in the workplace.
- Manufacturing assistant and industrial maintenance training.
- Clinical laboratory science principles in collaboration with WVU Medicine and United Hospital Center.
- Pharmacy technician training in partnership with WVU Medicine.
- Continued development of the WV Foster Associate of Applied Science degree pilot.

We are also exploring an NSF artificial intelligence grant opportunity with the High Technology Park.

Our partnership with Fairmont State University continues to develop, with conversations focused on strengthening educational pathways and articulation opportunities in education, health sciences, and other academic and workforce-aligned programs. These efforts will expand opportunities for students to move between credentials and degree levels while building upon the strengths of both institutions.

Together, these initiatives demonstrate Pierpont's continued commitment to program innovation, responsive workforce education, and strong partnerships with employers and higher education institutions.

Partnerships, Resource Development, and Community Impact

The College continues working with the Pierpont Foundation and community partners to expand opportunities for institutional advancement and resource development.

Planning is underway for the College's Day of Giving and a joint board engagement opportunity to support the launch of the Aviation Education Center fundraising campaign. We are also exploring ways to strengthen alum engagement, document the impact of Pierpont graduates, and develop a more intentional alum program.

Education that Works!

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Work on the Aviation Education Center continues following the groundbreaking, including coordination of environmental permitting and related project requirements. Additional capital planning activities include improvements to institutional signage.

The College is also advancing administrative oversight and budget planning for the TRIO Educational Opportunity Centers grant, including an implementation strategy for potential funding of up to \$300,000. This initiative represents another opportunity to expand educational access and strengthen connections with the communities we serve.

Employee Engagement, Development, and Shared Governance

Strengthening employee engagement, communication, and professional development remains an important institutional priority. Several initiatives are underway to support a more connected, collaborative, and effective workplace.

Non-Classified Staff Engagement

On October 22, I will convene our non-classified employees for a brainstorming and organizational discussion. After a period without consistent group leadership, this gathering will allow colleagues to reconnect, consider a renewed group identity and shared purpose, and explore how they might participate more intentionally in institutional conversations and shared governance.

Employee Roundtables and Shared Problem-Solving

We are refreshing our Meet and Confer sessions to emphasize meaningful dialogue, collaborative problem-solving, and shared action. At the end of October, we will host facilitated small-group employee roundtables focused on topics such as student success, community engagement, institutional processes, and opportunities for improvement.

Our objective is to create a setting where employees can contribute ideas, identify common challenges, and help develop practical solutions. Feedback from these conversations will help shape future discussions and institutional improvement priorities.

Welcoming and Supporting Employees

I continue hosting quarterly luncheons with employees who are new to Pierpont. These gatherings provide an opportunity to introduce our institutional mission and priorities while learning more about our colleagues, their professional experiences, and the perspectives and talents they bring to the College.

Human Resources and Cabinet leaders are also developing a coordinated staff development plan, exploring grant-supported mental health training through ACUE, and conducting stay interviews to understand employee experiences better and identify opportunities to strengthen engagement and retention.

Employee Recognition

Our Employee Recognition and Awards celebration later this month will provide an opportunity to acknowledge our colleagues' dedication, service, and accomplishments. Recognizing

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employee contributions is essential to fostering a workplace culture that values excellence, collaboration, and commitment to students.

Institutional Policies and Governance

The Cabinet continues reviewing institutional policies and governance processes to strengthen accountability, consistency, and operational effectiveness.

At the October Board meeting, our Vice President of Human Resources will introduce a proposed revision to the Board policy governing administrator evaluations. After the introduction, the proposal will be available for a 30-day public comment period, allowing internal and external stakeholders to review the proposed changes and provide feedback.

Additional governance priorities include reviewing Board policies and bylaws to identify potential gaps, working with Board leadership to clarify areas, and developing institutional guidance for the responsible use of artificial intelligence.

Academic leadership is also considering an Institutional Review Board framework to support appropriate oversight of research activities involving human participants.

These efforts reflect our ongoing commitment to transparent processes, sound governance, and institutional accountability.

Looking Ahead

The breadth of work underway across the College reflects both the opportunities before us and our responsibility to maintain focus on the priorities that matter most. Some initiatives address immediate operational needs, while others establish the foundation for longer-term institutional growth and sustainability.

Through strategic planning, divisional operational plans, and regular Cabinet review, we are working to ensure that our initiatives remain coordinated, measurable, and aligned with institutional goals. Equally important is our continued emphasis on engaging employees, strengthening partnerships, and making informed decisions that advance student success.

I appreciate the continued leadership and support of the Board of Governors as we carry this work forward. Our focus remains on building on Pierpont's momentum, strengthening institutional effectiveness, and ensuring our students, employees, and communities benefit from the opportunities we create together.

TO: Board of Governors

FROM: Nancy Parks, AVP, Student Services

DATE: October 19, 2026

SUBJECT: Student Services Updates

Executive Summary

- Fall 2026 headcount increased to 1,774 from 1,707 in Fall 2025, while FTE increased to 1,141.5 from 1,119.12. Growth was driven largely by high school students taking college courses.
- Student Services is emphasizing earlier registration, recruitment coverage, timely transcript receipt, and coordinated Registrar/Financial Aid processes to reduce enrollment barriers
- October was “college exploration” month statewide Admissions and recruiting activity included visits across all 13 counties at approximately 25 sites, despite staffing constraints related to extended leave.
- As of census date, 338 students received \$304,574 in WV Invests funding; 42% had submitted required proof of community service.
- The accommodations intake process was redesigned, reducing average appointment time from approximately 90 minutes to less than 30 minutes while retaining the integrity and quality of the process.
- Operational changes in providing accommodations for students with disabilities, including extended and proctored time for testing, have been redesigned to improve service efficiency
- WV Invests community-service documentation remains an area for continued outreach, with 42% of students having submitted proof as of the reported point.
- Student satisfaction results are largely positive among the 87 respondents, but the response volume should be considered when interpreting the findings
- Spring 2027 registration begins October 19, accompanied by student registration events and in-class registration outreach.

Enrollment Snapshot

Measure	Fall 2025 → Fall 2026
Total Headcount	1,707 → 1,774 (+67; +3.93%)
Total FTE	1,119.12 → 1,141.5 (+22.40; +2.00%)
HS Students Taking College Courses	721 → 790 (+69; +9.57%)
First-Time Freshmen	347 → 359 (+12; +3.46%)
Transfer Students	151 → 156 (+5; +3.31%)

Overall enrollment is characterized as essentially flat among traditional populations, with the principal increase coming from high school students taking college classes. First-time freshmen and transfer students were the traditional student categories showing headcount growth.

Census Date Comparisons



Enrollment Comparison Summary by Student Type

Student Type	Previous Term 202610 - Fall Semester 2025 As of 10/15/2025		Current Term 202710 - Fall Semester 2026 As of 10/15/2026		Differences			
	Count	FTE	Count	FTE	Count	Percent	FTE	Percent
1 - First-Time Freshman	347	339.13	359	352.20	12	3.46	13.07	3.85
2 - Returning Student	400	335.13	399	333.27	-1	-0.25	-1.87	-0.56
3 - Readmitted Student	61	43.87	55	38.40	-6	-9.84	-5.47	-12.46
6 - Transfer Student	151	126.13	156	130.67	5	3.31	4.53	3.59
9 - Other	23	8.53	15	5.33	-8	-34.78	-3.20	-37.50
W - CE - Workforce Education	4	2.73	0	0.00	-4	0.00	-2.73	-100.00
	986	855.52	984	859.87	-2	-0.20	4.33	0.51
8 - HS Student Taking College Crs	721	263.60	790	281.67	69	9.57	18.07	6.85
	1,707	1,119.12	1,774	1,141.5	67	3.93	22.40	2.00

Program Enrollment

Associate Degree Programs

Program	Enrollment
Health Sciences	181
Aviation Maintenance Technology	116
Business	64
Applied Process Technology	49
Food Service Management	47

Radiologic Technology	46
Information Systems	45
Veterinary Technology	39
Liberal Studies	33
Health Information Technology	28
Medical Laboratory Technology	27
Interpreter Training Program	25
Paralegal Studies	22
Early Childhood	18
Criminal Justice	17
Board of Governors	12
Respiratory Care	12
Physical Therapist Assistant	11
Advanced Welding	9
Occupational Development	6
Petroleum Technology	4

Certificate of Applied Science Programs

Program	Enrollment
Airframe Technology	58*
Powerplant Technology	57*
Licensed Practical Nursing	52
EMMS-Paramedic	36
Medical Billing & Coding	30
Culinary Arts	9
Applied Welding	8
Veterinary Assistant	6
Petroleum Technology	4

Pastry & Baking Arts	4*
Medical Laboratory Assistant	2
Food Service Management	1

* Embedded in Associate degree program

Student Services Updates

Accommodations / Disabilities

Services for students who qualify for accommodations are now directed by the Office of the AVP, Student Services, in partnership with the new Student Support Specialist position. The intake process was revised to personalize appointments according to each student's specific needs, reducing average appointment time from approximately 90 minutes to less than 30 minutes while retaining the integrity and quality of the process.

The professional development workshop, Faculty Guide to Accommodations & Disabilities, has been converted to campus-wide training and added to the suite of trainings available to employees.

Admissions, Advising & Student Engagement

- Spring 2027 registration begins October 19. Planned outreach includes Root Beer and Registration events and in-class registration workshops in partnership with faculty.
- Recruitment for Fall 2027 includes travel to high schools across all 13 counties at approximately 25 sites. Two of five admissions/advising specialists have been on extended leave, while the Executive Director has also participated in recruiting events.
- September and October student activities included *Get the Scoop on Student Resources*, *Tacos and Tutoring*, *Dye Hard Constitution Day* activities, two *Farmers' Markets*, *Narcan training*, and *Stuff a Buddy with Student Government Association*. Events held at the ATC are replicated at other campuses.
- On October 30, students intending to transfer after Pierpont will travel to a WVU game.
- More intensive outreach to admitted students has resulted in more timely submission of official high school transcripts, supporting State aid eligibility and reducing registration holds for Spring.

Career Services

- The second of four academic school-specific Career Conversations was held for Health Sciences students at programs represented at the ATC. The event was livestreamed and recorded for online viewing.
- A resume-writing workshop was provided to PTRM students in preparation for internship interviews.
- Career Services continues participation in College & Career Fairs, sharing job-readiness information with high school students and information about services available at Pierpont.

Early Alert / Tutorial Services

Tutorial Services has provided peer and professional tutoring to 176 students so far in Fall 2026: 126 were for the BIOY 1170/71 courses, Human Anatomy & Physiology. Tutoring requests for this subject were more than double all other content areas combined. In addition to receiving tutoring, students are also using the new site as a study lounge.

Professional peer tutors now provide test proctoring during regularly scheduled tutoring hours for students whose documented accommodations require it. The most common testing accommodations are extended time and an individual, private testing space. The Tutorial Services director continues to seek faculty support for supplemental instruction in high-enrollment, high-fail courses. Current offerings continue a math-related FOSM course and one section each of MTH 1207 and MTH 1208.

Mental Health Counseling

Students continue to register with the BetterMynds counseling resource provided through the State CTC System. The resource is promoted through the student portal and student newsletter.

As of Census date, no students had sought the services from our arrangement with Community Care of WV.

Financial Aid / Registrar

- The Registrar's Office is working with faculty on required attendance indicators and grade submission. Individual follow-up emails are being used with faculty when required information is outstanding.
- Schedule changes are communicated to Financial Aid so aid and billing can be adjusted as enrollment changes occur, thereby ensuring that student aid is not under or overpaid. Multiple non-attendance drop dates are being used to reflect multiple term starts. These revisions will likely decrease any returns of aid to the federal government.

- The Registrar created a new final examination calendar reflecting updated class scheduling and intended to be more friendly to working adults.
- As of census date, 338 students received \$304,574 in WV Invests funding. Currently, 42% have submitted proof of the required two hours of community service. Program-specific service opportunities and institutional Student Success workshops/reflections are available options for meeting the requirement.

Student Support Specialist / Community Resources

The Student Support Specialist serves as a primary contact for students seeking Disabilities Services and Accommodations. The office is engaging in discussions regarding Memoranda of Understanding with the Family Resource Networks of Marion and Harrison counties. A public signing for the Marion County agreement is planned for November concurrent with a “tabling” activity at the ATC to share information with Marion Co. students regarding services, such as food pantry items, feminine hygiene products, and baby/toddler supplies, such as diapers and wipes. The office is also working with resource providers to host regular tabling events at Pierpont.

The resource, Jobs & Hope, is scheduled for an informational “tabling” presence on October 20.

Student Satisfaction Survey Results

The Student Satisfaction survey has received 87 responses this term. Most responses regarding satisfaction with services were “satisfied” or “extremely satisfied.” The survey recorded the following “not at all satisfied” responses:

Service / Area	Responses
Blackboard LMS	6
IT Help Desk	5
Financial Aid Services	3
Pierpont portal, including email access	2
Academic Advising provided by faculty	2
Mental Health Counseling	2
Bookstore	2
Friendliness/helpfulness of front desk staff	1
Professionalism of faculty	1
Disabilities Accommodations	1

Students continue to report some difficulty distinguishing the Pierpont Portal from Blackboard. The survey link will continue to be included in student newsletters and posted prominently at campus locations.

Open-Ended Feedback Themes

The limited open-ended responses were generally brief and positive, including favorable comments regarding the environment, instructors, IT laptop support, and front-desk assistance. One response indicated that a mathematics class was confusing. Given the survey response count, these comments are presented as individual observations rather than institution-wide findings.

Tab

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**Pierpont Community and Technical College
Board of Governors
Meeting of October 27, 2026**

ITEM: Acceptance of the Financial Statements and the Independent Auditor's Report by Suttle & Stalnaker, PLLC of Pierpont Community and Technical College's Financial Statements as of and for the year ended June 30, 2026

COMMITTEE: Committee of the Whole

RECOMMENDED RESOLUTION: Be it resolved that the Board of Governors accept the Financial Statements and the Independent Auditor's Report for FY 2026.

STAFF MEMBER: Dale Bradley

BACKGROUND: Suttle & Stalnaker PLLC presented the audit report of the FY 2026 Audited Financial Statements to the Board of Governors.

The report indicated that statements prepared by staff presented fairly, in all material respects, the financial position of the business-type activities of Pierpont, as of June 30, 2026, and 2025, and the changes in financial position and cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

The following are comments about the College's FY 2026 Financial Statements from Management:

- Pierpont issues its Audited FY 2026 Financial Statements September 29, 2026, which was prior to the completion date established by the WV HEPC.
- The financial statements include Management Discussion and Analysis (MD&A); the Statements of Net Position; the Statements of Revenues, Expenses, and Changes in Net Position (SRECNP); the Statement

of Cash Flows; Notes to the Financial Statements; and Required Supplementary Information.

- In FY 2026 financial statement reporting Pierpont was required to implement Governmental Accounting Standards Board (GASB) Statement 103 which is the most significant update to governmental financial reporting in 25 years. GASB 103 updated the governmental financial reporting model by refining and reorganizing MD&A requirements and revised the classification of certain revenues and expenses. For Pierpont the primary reporting changes were:
 - Federal Pell Grant revenue is reclassified from Nonoperating Revenues to Operating Revenues.
 - State Appropriations are reclassified to Noncapital Subsidies.
 - State paid-on-behalf payments are reported as Noncapital Subsidies.
 - Capital payments made by HEPC are reported as Nonoperating Revenues.
- Pierpont's overall Total Net Position improved by \$2,664,684 from \$28,548,756 on June 30, 2025, to \$31,213,440 on June 30, 2026.
- Pierpont's unrestricted portion of the Total Net Position improved by \$1,637,368 from \$(1,361,930) as of June 30, 2025, to \$315,486 as of June 30, 2026, as detailed in Note 11 on page 43 of the FY 2026 Audited Financial Statements.
- Pierpont's Cash and Cash Equivalents increased by \$895,891 from \$13,633,662 on June 30, 2025, to \$14,529,553 on June 30, 2026.
- Pierpont's Net Capital Assets increased by \$522,898 from \$29,291,497 on June 30, 2025, to \$29,291,497 as detailed in Note 5 beginning on page 32 of the FY 2026 Audited Financial Statements.

- Pierpont's Long-Term Liabilities decreased by \$1,887,596 from \$12,077,938 on June 30, 2025, to \$10,190,342 on June 30, 2026, as detailed in Note 6 on page 34 of the FY 2026 Audited Financial Statements.

Tab

4

Pierpont Community and Technical College
Board of Governors
Meeting of October 27, 2026

ITEM: Composite Financial Indicator (CFI) FY 2026 Analysis

COMMITTEE: Committee of the Whole

INFORMATION ITEM: Composite Financial Indicator (CFI) Explanation of Changes FY 2026.

STAFF MEMBER: Dale Bradley

EXECUTIVE SUMMARY:

Fiscal Year 2026 CFI Score: 2.29
Fiscal Year 2025 CFI Score: 1.93
Year-over-Year Improvement: +0.36
CFI remains **Above the Higher Learning Commission (HLC) monitoring zone.**

Improvement was driven primarily by:

- Growth in unrestricted net position
- Continued reduction of long-term debt
- Stable operating performance

Pierpont's FY2026 Composite Financial Indicator score of 2.29 demonstrates continued improvement in the College's financial condition and reflects positive progress toward long-term financial sustainability.

Note: GASB 103 was required to be implemented in FY 2026. This implementation resulted in significant reporting changes to financial statements. The above 2025 and 2026 CFIs reflect Pierpont's interpretation of how the GASB 103 reporting changes should be incorporated into the CFI calculation. However, at this time HLC has yet to provide guidance regarding the incorporation of GASB 103 reporting changes into the CFI calculation. HLC guidance when provided could significantly change Pierpont's CFI. Under the worst-case scenario Pierpont's 2026 CFI could drop to 1.19.

What is the Composite Financial Indicator?

The Composite Financial Indicator (CFI) is a nationally recognized measure of institutional financial health used by the Higher Learning Commission and other stakeholders.

The CFI combines four core financial ratios that evaluate:

1. **Financial Flexibility**
Primary Reserve Ratio
2. **Operating Performance**
Net Operating Revenue Ratio
3. **Overall Financial Return**
Return on Net Position Ratio
4. **Debt Capacity**
Viability Ratio

A multi-year trend provides the most meaningful assessment of institutional financial health.

Pierpont Historical CFI Trend

Fiscal Year	CFI Score
2020	1.56
2021	(2.93)
2022	1.30
2023	1.32
2024	0.73
2025	1.93
2026	2.29

Trend Observations

- FY 2021 reflects the financial impact of the final separation from Fairmont State University.
- Since FY 2021, Pierpont has steadily improved its financial position overall.
- FY 2026 represents the strongest CFI performance since the separation.

GASB 103 Implementation

Major Reporting Changes

Effective July 1, 2025, Governmental Accounting Standards Board (GASB) Statement No. 103 was required to be implemented:

- Reclassified Pell Grant revenue to operating revenue.

- Reclassified state appropriations as noncapital subsidies.
- Reclassified state paid-on-behalf payments as noncapital subsidies.
- Capital payments made by HEPC are reported as nonoperating revenues.

Impact on Pierpont

- Primary impact is on presentation and classification of revenues.
- Net Operating Revenue Ratio methodology was adjusted to maintain consistency.
- FY 2025 Net Operating Revenue Ratio increased approximately 0.12 due to GASB 103 reclassifications.
- **As financial reporting and CFI calculations for FY 2026 are not due to the Higher Learning Commission (HLC) until April 2027, HLC has yet to provide guidance on how to handle the changes related to the implementation of GASB 103 in the calculation of the CFI. Once issued, HLC's guidance could change the FY 2026 CFI.**

CFI Component Scores

Ratio	FY2025	FY2026	Change
Primary Reserve	(0.04)	0.22	+0.26
Net Operating Revenue	1.00	1.00	0.00
Return on Net Position	0.99	0.93	(0.06)
Viability	(0.02)	0.14	+0.16
CFI Score	1.93	2.29	+0.36

Primary Reserve Ratio

FY2026 Result: 0.22

Measures how long the institution can sustain operations using expendable resources without additional revenues.

Key Drivers

- Unrestricted net position increased by **\$1.67 million**
- Operating expenses increased by only **0.3%**
- Nonoperating expenses decreased **28.4%**

Assessment

- Significant improvement from FY 2025.
- Indicates growing financial flexibility.
- Still below the preferred benchmark of **0.40**, but trending positively.

Net Operating Revenue Ratio

FY2026 Result: 1.00

Measures whether annual revenues are sufficient to cover annual expenses.

Key Drivers

- Increased capital support provided by the Commission.
- Nonoperating revenues increased significantly.
- Operating revenues declined due primarily to reduced state and local grant activity.

Assessment

- Maintained the maximum ratio score of **1.00**.
- Demonstrates continued ability to generate positive operating results.

Return on Net Position Ratio

FY2026 Result: 0.93

Measures overall economic return on institutional resources.

Key Drivers

- Change in net position increased by approximately **\$94,000**.
- Beginning net position increased nearly **10%**.

Assessment

- Slight decrease from FY2025.
- Remains a strong indicator of positive financial performance.
- Continues to reflect stable institutional growth.

Viability Ratio

FY2026 Result: 0.14

Measures the institution's ability to satisfy debt obligations using expendable resources.

Key Drivers

- Expendable net position increased **\$1.8 million**.
- Long-term debt declined **15.8%**.

Debt Reduction Highlights

- \$1.5 million payment made to Fairmont State during FY2026.
- Fairmont State obligation reduced to **\$9.0 million**.
- Commission debt reduced to **\$252,757**.

Assessment

- Continued improvement from FY2025.
- Positive progress toward long-term debt sustainability.

Pension and OPEB Adjustments

For consistency and comparability, Pierpont continues to exclude the net effects of pension and OPEB liabilities from CFI calculations.

FY2026 Impact

- OPEB adjustment increased expenses by approximately **\$4,100**.
- Pension adjustment increased expenses by approximately **\$1,700**.
- Combined impact was not material.

Conclusion

Excluding these adjustments, the FY2026 Composite Financial Indicator remained at **2.29**.

Higher Learning Commission (HLC) Assessment

HLC Financial Monitoring Ranges

Range	Classification
1.1 to 10.0	Above the Zone
0.0 to 1.0	In the Zone
(4.0) to (0.1)	Below the Zone

Pierpont Status

- **FY2026 CFI Score: 2.29**
- **Above the Zone**
- **No additional HLC financial monitoring required**

Conclusions

FY2026 Financial Health Assessment

- CFI improved from **1.93 to 2.29**.
- Financial position continues to strengthen following the Fairmont State separation.
- Unrestricted net position increased significantly.
- Debt obligations continue to decline.
- Operating performance remains stable.
- HLC financial health indicators remain favorable.

Tab

5

**Pierpont Community and Technical College
Board of Governors
Meeting of October 27, 2026**

ITEM: FY 2026 Year-End Cash Balances as of June 30, 2026.

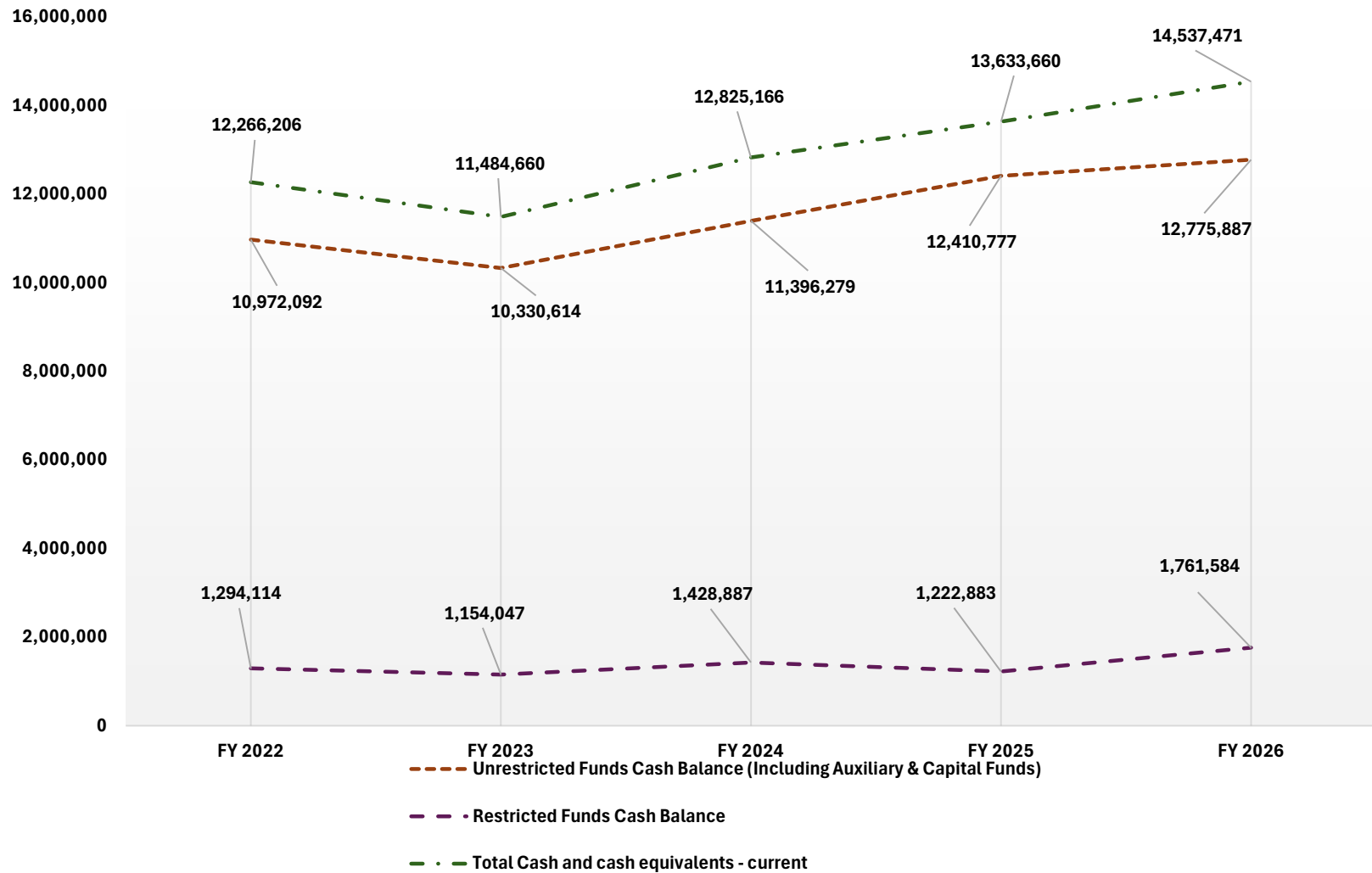
COMMITTEE: Committee of the Whole

INFORMATION ITEM: Pierpont Community and Technical College FY 2026 Year-End Cash Balances as of June 30, 2026, are as follows:

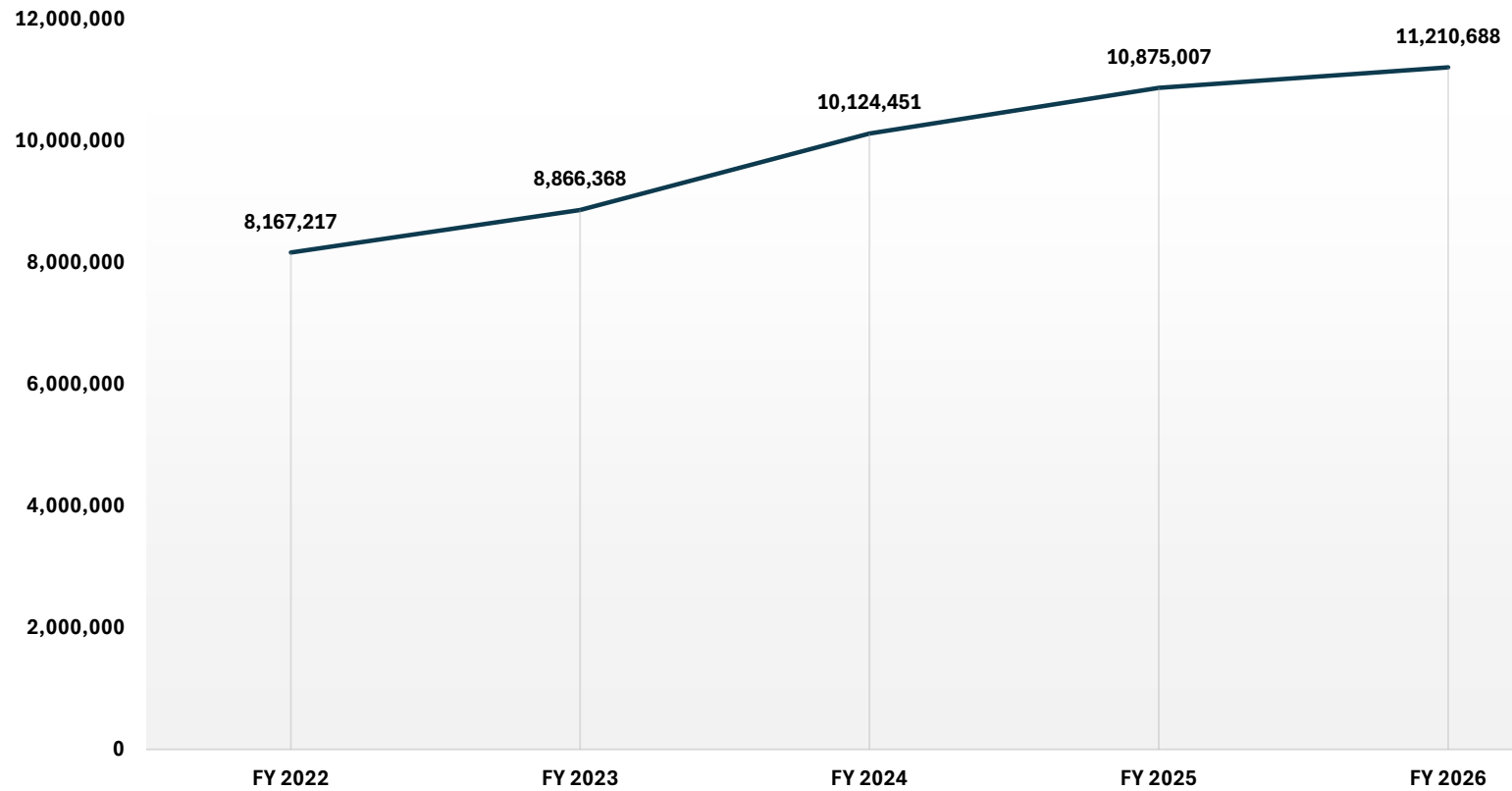
- Total Cash Balances (All Fund Types): \$14,537,471. Increase of \$903,811 since FY 2025.
- Restricted Funds Cash Balances: \$1,761,584. Increase of \$538,701 since FY 2025.
- Unrestricted Funds Cash Balances (Without Capital Funds): \$11,210,688. Increase of \$335,681 since FY 2025.
- Unrestricted Capital Funds Cash Balances: \$1,565,199. Increase of \$29,430 since FY 2025.

STAFF MEMBER: Dale Bradley

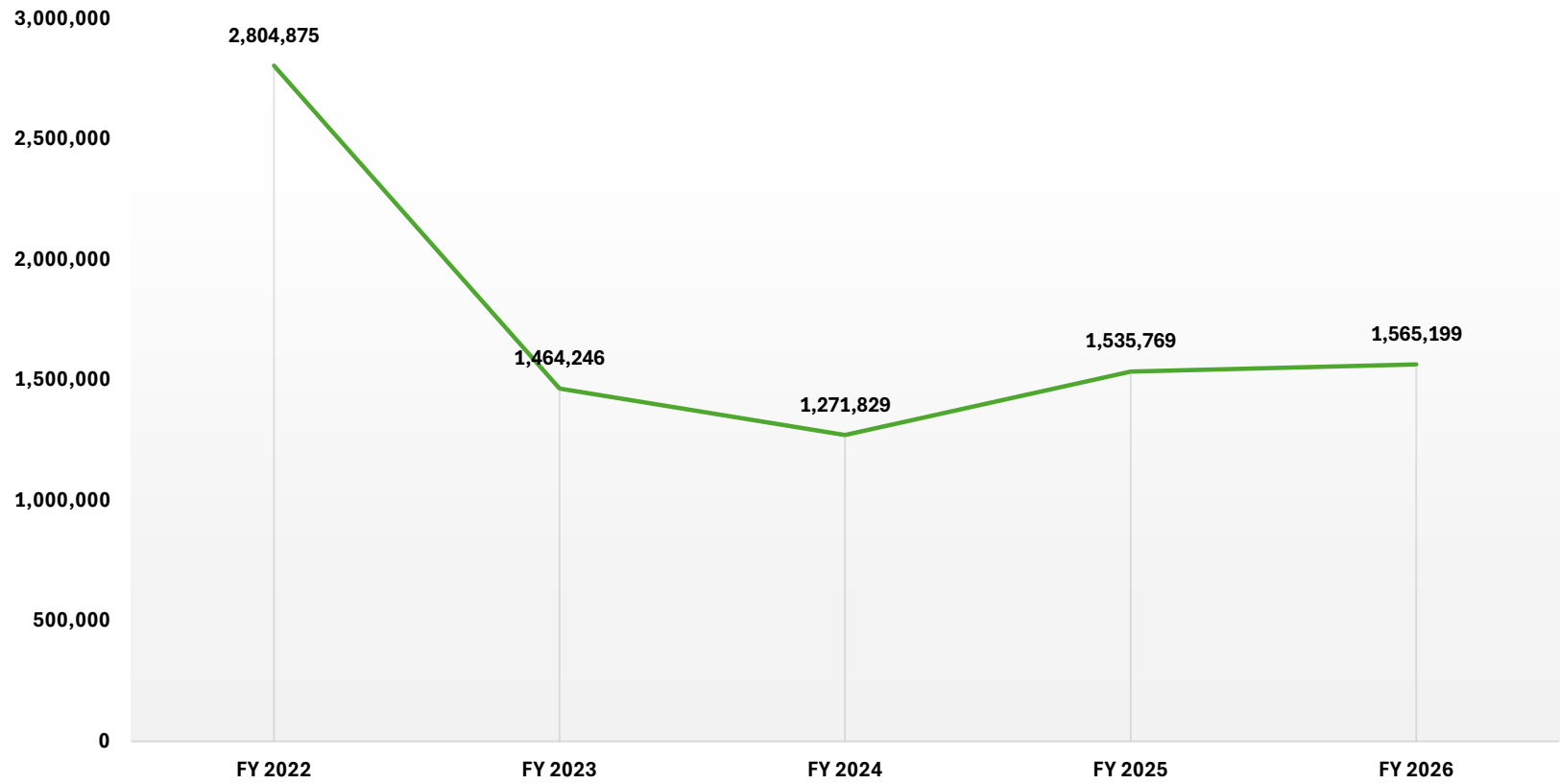
Pierpont C&TC Cash Balances(All Fund Types) 2022 - 2026



Pierpont CTC
Unrestricted Funds Cash Balance 2022 - 2026
(Without Capital Funds)



Pierpont CTC
Unrestricted Capital Funds Cash Balances 2022 - 2026



Tab

6

**Pierpont Community and Technical College
Board of Governors
Meeting of October 27, 2026**

ITEM:	Years 2023, 2024, & 2025 Clery Act Report Summary
COMMITTEE:	Committee of the Whole
INFORMATION ITEM:	Years 2023, 2024, & 2025 Clery Act Report Summary for all campus locations.
STAFF MEMBER:	Dale Bradley
BACKGROUND:	Crime statistics for 2023, 2024, and 2025 are for combined campuses at 500 Galliher Drive, Fairmont Campus, the 501 West Main Street Campus, Clarksburg Campus, the 1050 Industrial Road East, Bridgeport Campus, and the 2600 Middletown Commons, Whitehall Campus.
EXECUTIVE SUMMARY:	Only reportable crimes in 2025 were 3 Drug Law Arrests that occurred on Public Property at the Middletown Commons.

**Pierpont Community & Technical College
Clery Act Crime Statics
For**

**2023, 2024 and 2025 Combined Report for Campuses at 500 Galliher Drive,
Fairmont WV; 501 West Main Street, Clarksburg WV; 1050 Industrial Road East,
Bridgeport WV and 2600 Middletown Commons, Suite 129, Whitehall, WV.**

Primary Crimes for years 2023, 2024, 2025

Criminal Offenses or Primary Crimes (Crimes Reported by Hierarchy)	Calendar Year	On- Campus	Non- Campus	Public Property
Murder & Non-Negligent Manslaughter	2025	0	0	0
	2024	0	0	0
	2023	0	0	0
Manslaughter by Negligence	2025	0	0	0
	2024	0	0	0
	2023	0	0	0
Rape	2025	0	0	0
	2024	0	0	0
	2023	0	0	0
Fondling	2025	0	0	0
	2024	0	0	0
	2023	0	0	0
Incest	2025	0	0	0
	2024	0	0	0
	2023	0	0	0
Statutory Rape	2025	0	0	0
	2024	0	0	0
	2023	0	0	0
Robbery	2025	0	0	0
	2024	0	0	0
	2023	0	0	0
Aggravated Assault	2025	0	0	0
	2024	0	0	0
	2023	0	0	0
Burglary	2025	0	0	0
	2024	0	0	0
	2023	0	0	0
Motor Vehicle Theft	2025	0	0	0
	2024	0	0	0
	2023	0	0	0
Arson	2025	0	0	0
	2024	0	0	0

	2023	0	0	0
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Violence Against Women Act & Arrest/Referrals 2023, 2024, 2025

VAWA Offenses; Arrests for Weapons, Drug, and Liquor Law Violations; Referrals for Disciplinary Action	Calendar Year	On-Campus	Non-Campus	Public Property
Domestic Violence	2025	0	0	0
	2024	0	0	0
	2023	0	0	0
Dating Violence*	2025	0	0	0
	2024	0	0	0
	2023	0	0	0
Stalking	2025	0	0	0
	2024	0	0	0
	2023	0	0	0
Liquor Law Arrests	2025	0	0	0
	2024	0	0	0
	2023	0	0	0
Drug Law Arrests	2025	0	0	3
	2024	2	0	3
	2023	0	0	4
Weapons Law Arrests	2025	0	0	0
	2024	0	0	0
	2023	0	0	0
Liquor Law Referrals for Disciplinary Action	2025	0	0	0
	2024	0	0	0
	2023	0	0	0
Drug Law Referrals Disciplinary Action	2025	0	0	0
	2024	0	0	0
	2023	0	0	0
Weapon Law Referrals Disciplinary Action	2025	0	0	0
	2024	0	0	0
	2023	0	0	0

*West Virginia Code does not have a specific statute for Dating Violence, therefore, the statistics used will be located under Domestic Violence.

Hate Crime Statistics

2023: Zero (0) Hate Crimes, as defined by applicable federal law, were reported.

2024: Zero (0) Hate Crimes, as defined by applicable federal law, were reported.

2025: Zero (0) Hate Crimes, as defined by applicable federal law, were reported.

Unfounded Crimes

2023: There were Zero (0) Unfounded Crimes for this Calendar year.

2024: There were Zero (0) Unfounded Crimes for this Calendar year.

2025: There was One (1) Unfounded Crime for this Calendar year.

Safety Policy Statements

Current safety policy statements can be located at <https://www.pierpont.edu/about/board-of-governors/policies/> and <https://pierpont.public.na2.doctract.com/>

Tab

7

**Pierpont Community and Technical College
Board of Governors
Meeting of October 27, 2026**

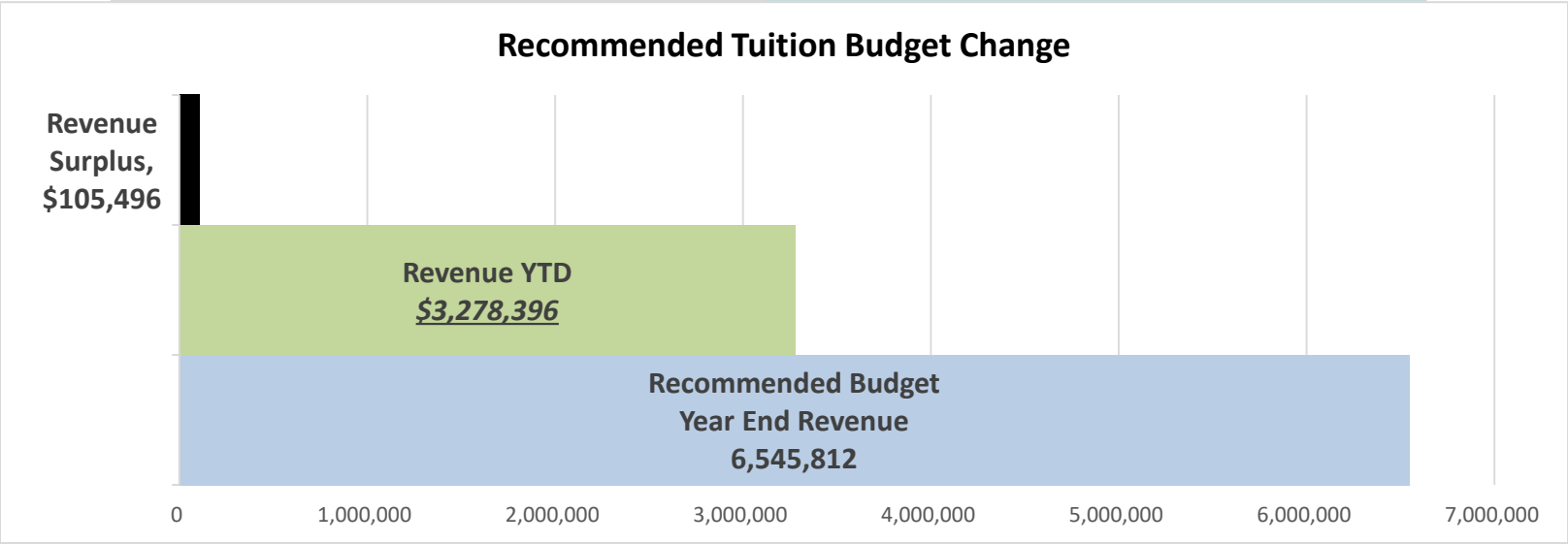
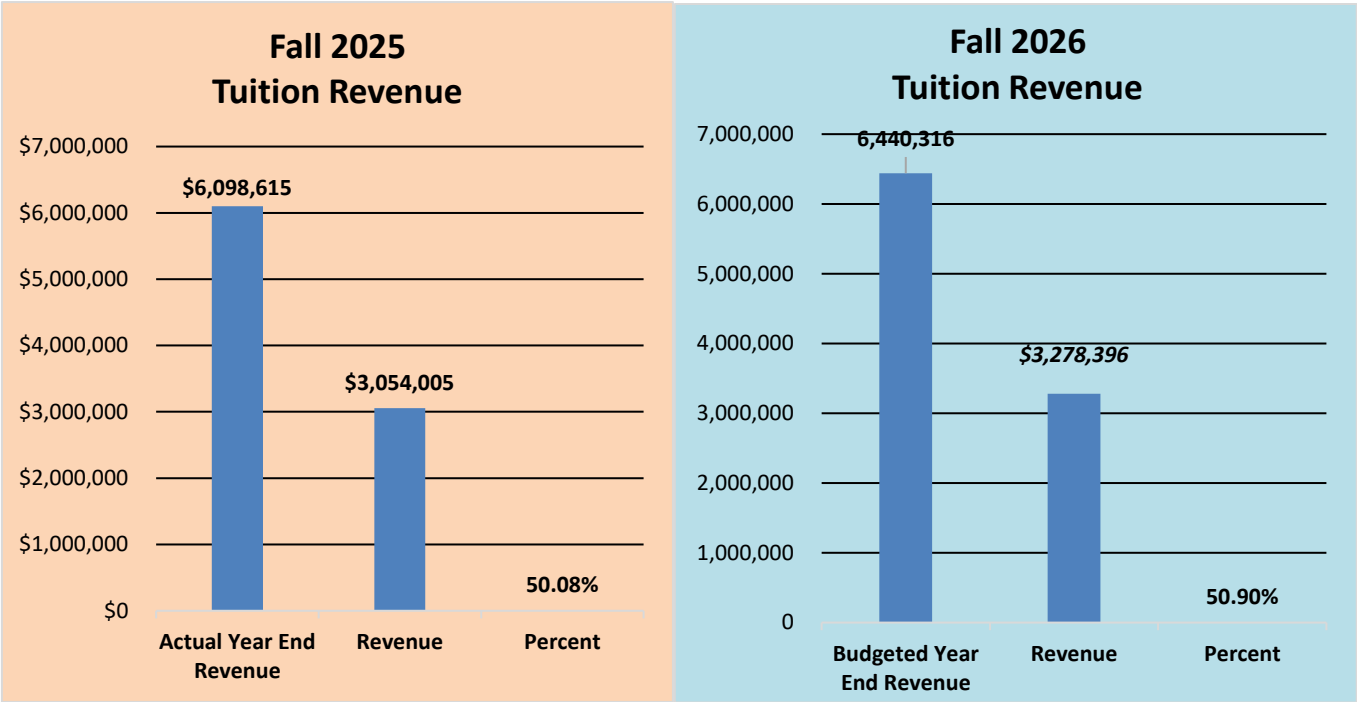
IIINFORMATION ITEM: FY 2026 Education and General Tuition Revenue and Program Fee Revenue Analysis as of October 19, 2026.

COMMITTEE: Committee of the Whole

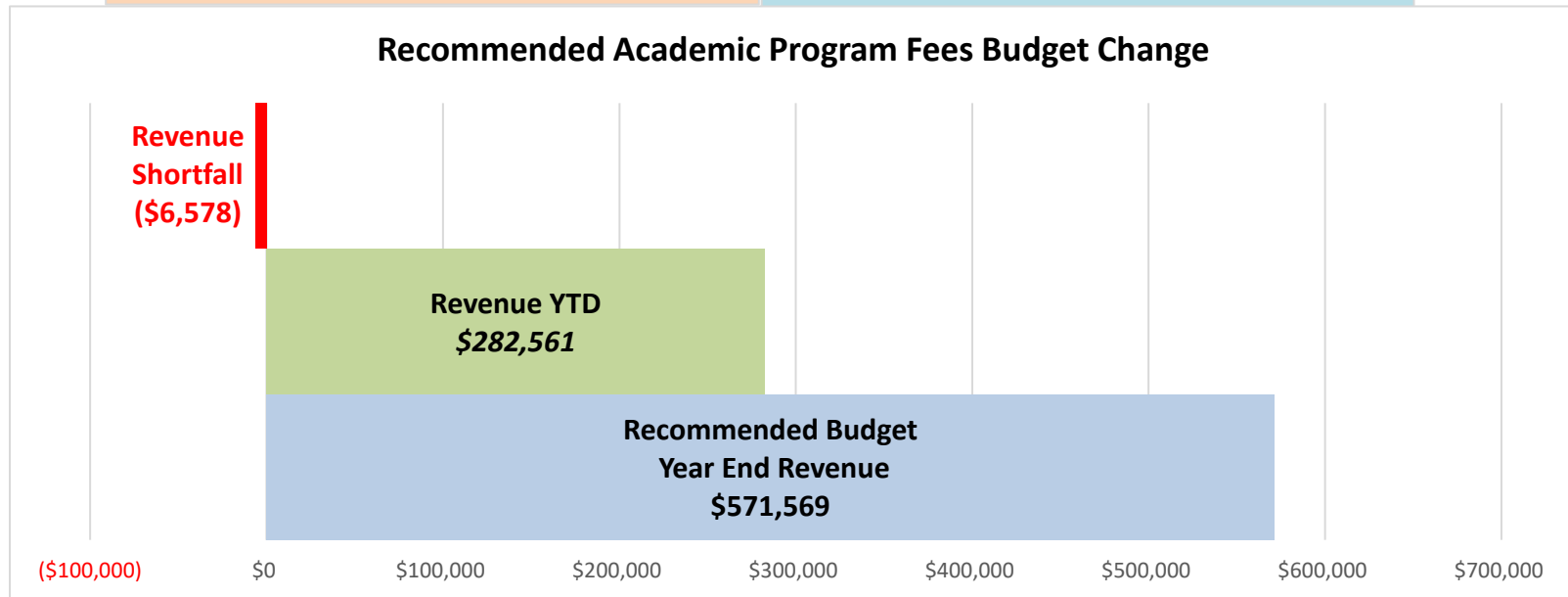
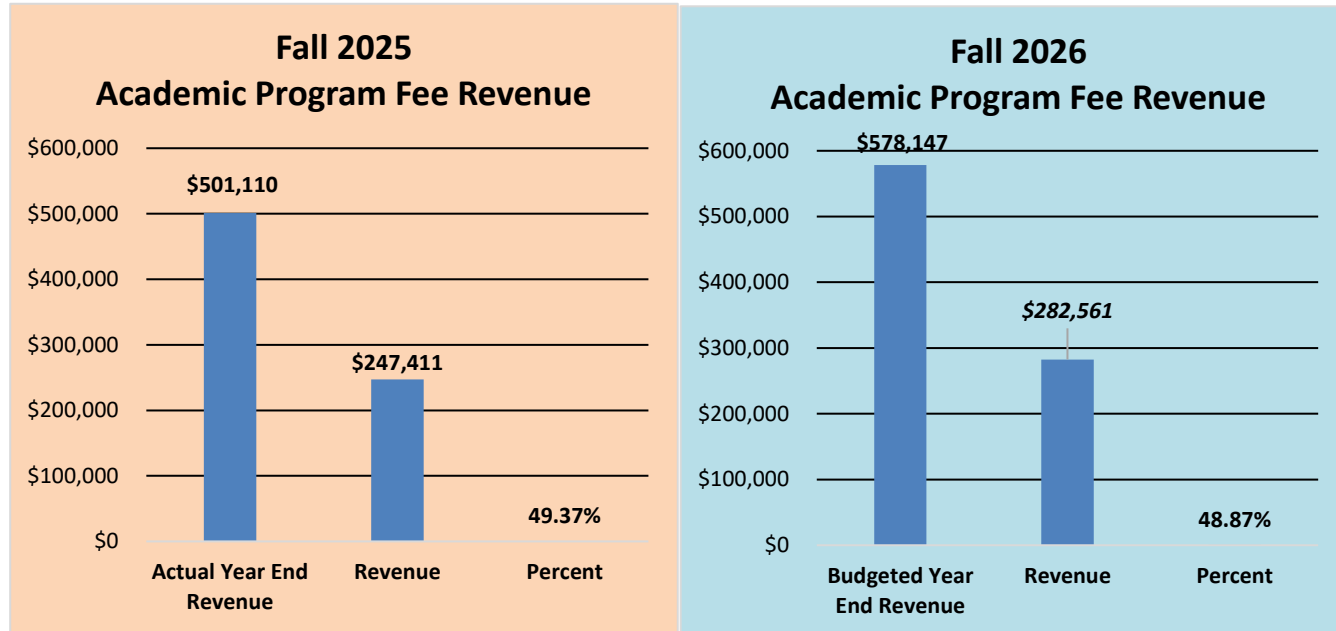
STAFF MEMBER: Dale Bradley

EXECUTIVE SUMMARY: As of October 19, 2026, Education and General Tuition revenues are performing favorably, exceeding budget by approximately **\$105,496**. Program Fee revenues, however, are trailing budget by approximately **(\$6,578)**.

FY 2027 TUITION REVENUE ANALYSIS AS OF OCTOBER 19, 2026



FY 2027 ACADEMIC PROGRAM FEES REVENUE ANALYSIS AS OF OCTOBER 19, 2026



Tab

8

Board of Governors
Budget/Finance Report FY 2027
Pierpont Community & Technical College
as of September 30, 2026

Pierpont's overall financial structure consists of four primary fund types: unrestricted, auxiliary, restricted, and plant/capital funds.

Unrestricted Funds – Includes those economic resources of the institution which are expendable for any purpose in performing the primary objectives of the institution, i.e., instruction, research, extension, and public service, and which have not been designated by the governing board for other purposes. These funds consist of State Appropriations, not designated for a specific purpose, and general tuition and fees revenues. For fiscal management purposes Pierpont segregates Unrestricted funds into two subgroups; President Controlled Funds and Fund Manager Controlled Funds.

- President Controlled Funds consist of State Appropriations and general tuition and fees revenues.
- Fund Manager Controlled Funds consist primarily of program fees and lab/course fee funds that are used to cover program specific operational costs.

Auxiliary Funds – Auxiliary funds are a subsection of unrestricted funds. Auxiliary enterprises are activities conducted primarily to provide facilities or services to students, faculty, and staff. Such activities could include residence halls, food services, bookstore, parking, etc. At Pierpont these activities are reported as a separate fund type for fiscal management. Currently parking is the only Auxiliary fund activity and is used to support maintaining parking resources and campus security.

Restricted Funds - The restricted fund group consists of those funds expendable for operating purposes but restricted by donors or other outside agencies as to the specific purpose for which they may be expended. Restricted funds primarily consist of contracts and grants received from federal or state governments for financial aid, research, public service or other restricted purposes.

Plant/Capital Funds – Plant/Capital Funds are a subsection of unrestricted funds used for debt service, capital projects, facilities maintenance, and renewal.

SUMMARY UNRESTRICTED FUNDS:

As of the September 30, 2026, Budget/Finance Report, the Unrestricted Budget Balance is \$3,903.

As of this report date, the YTD Actuals for Unrestricted Funds reflect the following:

- The institution has realized approximately 54% of projected operating revenue.
- The institution has incurred approximately 26% of operating expenses.
- The institution has realized approximately 24% of nonoperating revenues.
- The Year-To-Date Actual Budget Balance is \$2,355,397.

SUMMARY RESTRICTED FUNDS:

As of the September 30, 2026, Budget/Finance Report, the Restricted Budget Balance is \$86,973.

As of this report date, the YTD Actuals for Restricted Funds reflect the following:

- The institution has realized approximately 26% of projected operating revenue.
- The institution has incurred approximately 29% of operating expenses.
- The institution has realized approximately 64% of nonoperating revenues.
- The Year-To-Date Actual Budget Balance is \$589,652.

Pierpont Community & Technical College
Actual vs Budget Statement of Revenues and Expenses
Current Unrestricted
September 30, 2026

		Current Budget	Actual YTD	YTD Actual to Current Budget
OPERATING REVENUE				
	Tuition and Fees	8,025,815	4,336,948	54.04%
	Auxiliary enterprise revenue	175,100	89,553	51.14%
	Other Operating Revenues	60,717	1,210	1.99%
	Total:	8,261,632	4,427,711	53.59%
OPERATING EXPENSE				
	Salaries	8,645,546	2,139,935	24.75%
	Benefits	2,092,323	549,788	26.28%
	Student financial aid - scholarships	248,252	24,770	9.98%
	Utilities	364,063	86,386	23.73%
	Supplies and Other Services	5,018,933	1,457,920	29.05%
	Equipment Expense	110,682	16,839	15.21%
	Fees retained by the Commission	101,485	25,371	25.00%
	Loan cancellations and write-offs	100,000	0	0.00%
	Total:	16,681,284	4,301,009	25.78%
OPERATING INCOME / (LOSS)		(8,419,653)	126,702	
NONOPERATING REVENUE (EXPENSE)				
	State appropriations	8,670,830	2,167,708	25.00%
	Gifts	101,600	0	0.00%
	Investment Income	300,000	60,988	20.33%
	Total:	9,072,430	2,228,696	24.57%
TRANSFERS & OTHER				
	Capital Expenditures	0	0	0.00%
	Transfers for Financial Aid Match	(30,875)	0	0.00%
	Indirect Cost Recoveries	0	0	0.00%
	Transfers for Capital Projects	0	0	0.00%
	Transfers to Plant Reserves	(618,000)	0	0.00%
	Transfers - Other	0	0	0.00%
	Total:	(648,875)	0	0.00%
BUDGET BALANCE UNRESTRICTED		3,903	2,355,397	
One-Time Approved Use of Cash Reserves		0		
BUDGET BALANCE (Adjusted for Use of One-Time Cash Reserves)		3,903	2,355,397	

Pierpont Community & Technical College
Actual vs Budget Statement of Revenues and Expenses
Current Restricted
September 30, 2026

		Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE				
	Federal Grants and Contracts	3,114,830	901,644	28.95%
	State/Local Grants and Contracts	4,948,848	1,197,011	24.19%
	Private Grants and Contracts	237,546	42,126	17.73%
	Total:	8,301,224	2,140,781	25.79%
OPERATING EXPENSE				
	Salaries	1,625,394	96,812	5.96%
	Benefits	255,847	22,040	8.61%
	Student financial aid - scholarships	7,483,706	2,651,219	35.43%
	Supplies and Other Services	361,826	67,417	18.63%
	Equipment Expense	84,934	27,128	31.94%
	Total:	9,811,707	2,864,617	29.20%
OPERATING INOCME / (LOSS)		(1,510,483)	(723,836)	
NONOPERATING REVENUE (EXPENSE)				
	Federal Pell Grant Revenues	2,250,000	1,432,649	63.67%
	Gifts	485	0	0.00%
	Total:	2,250,485	1,432,649	63.66%
TRANSFERS & OTHERS				
	Capital Expenditures	(642,885)	(119,161)	18.54%
	Transfers for Financial Aid Match	30,875	0	0.00%
	Indirect Cost Recoveries	(41,019)	0	0.00%
	Total:	(653,029)	(119,161)	18.25%
BUDGET BALANCE		86,973	589,652	

Tab

9

**Pierpont Community and Technical College
Board of Governors
Meeting of October 27, 2026**

ITEM: FY 2027 Capital Projects Update.

COMMITTEE: Committee of the Whole

INFORMATION ITEM: FY 2027 Capital Project Budgets, Expenditures, and Cash Balances as of September 30, 2026.

STAFF MEMBER: Dale Bradley

Pierpont Community & Technical College
Project Summary
Capital Plant Funds
As of September 30, 2026

Projects			
Projects - Funds Transferred	Approved Budget	Recorded Expenditures and Commitments to Date	Unexpended Budget Balance
Caperton Center Expansion - Vet Tech	2,094,326	2,103,666	(9,340)
ATC 3rd Floor Furniture, Fixtures & Inform. Tech.	200,000	142,241	57,759
Campus Mapping FY 2027	20,000	17,600	2,400
Caperton FY 2027 Maintenance	41,000	16,000	25,000
ATC FY 2027 Maintenance	15,000	14,584	416
Small Capital Projects	150,000	69,735	80,265
TOTALS	<u>2,520,326</u>	<u>2,363,826</u>	<u>156,500</u>

Plant Funds Cash Balances as of September 30, 2026		
Fund Title	Fund	Cash Balance
Caperton Center Expansion-Vet Tech	3510	\$26,365.43
ATC 3rd Floor Furniture, Fixtures & Inform. Tech.	3518	\$60,008.50
Campus Mapping FY 2027	3522	\$2,400.00
Caperton FY 2027 Maintenance	3524	\$25,000.00
ATC FY 2027 Maintenance	3525	\$415.54
Small Capital Projects	3570	\$81,101.23
HEPC Debt Service	3573	\$134,088.00
Pierpont - E&G Cap & Infrastructure*	3575	\$929,474.47
Total Cash in Plant Funds on September 30, 2026		<u>1,258,853.17</u>

Cash Balances Available For Capital Projects as of September 30, 2026		
Fund Name	Fund	Cash Balance
Pierpont - E&G Cap & Infrastructure*	3575	\$929,474.47
Pierpont Facilities Fee	3170	\$207,126.85
Total Cash Balances Available For Capital Projects		<u>\$1,136,601.32</u>

Unrestricted Facilities Fee Fund Projected Cash Balance at June 30, 2027		
Fund 3170		Cash Balance
Beginning Balance		88.00
Estimated Revenues		618,000.00
Projected Cash in Unrestricted Facilities Fee Fund at June 30		<u>\$ 618,088.00</u>

Tab

10

PIERPONT COMMUNITY & TECHNICAL COLLEGE BOARD OF GOVERNORS

Meeting of October 27, 2026

ITEM: Committees and Committee Membership for Academic Year 2026-2027

COMMITTEE: Committee of the Whole

RECOMMENDED RESOLUTION: Resolved, that the Pierpont Board of Governors approve its standing committees and committee membership for Academic Year 2026-2027.

STAFF MEMBER: Dr. Michael Waide, President

BACKGROUND:

The Board of Governors organizes its work through committees to ensure effective oversight and governance in specific areas, including finance, academics, student services, human resources, public relations, and IT and data reporting. Approval of committees and their membership provides structure for the Board to carry out its responsibilities in alignment with West Virginia Code and institutional bylaws.

OFFICERS AND COMMITTEES

PIERPONT BOARD OF GOVERNORS MEMBERS

Academic Year 2026-2027

Board of Governors Executive Committee

- Lisa Lang - Chair
- David Hinkle - Vice Chair
- Anthony Hinton - Secretary
- Dr. Michael Waide (Ex-Officio)

Academics Committee

- Thomas Cole - Committee Chair
- Miki DeMary-Andrew
- David Hinkle
- Juanita Nickerson
- Dr. Joanne Seasholtz

Staff Resources:

- David Beighley

Finance and Administration Committee

- Anthony Hinton - Committee Chair
- Miki DeMary-Andrew
- David Hinkle
- Christine Miller
- Jeffrey Powell

Staff Resources:

- Dale Bradley

OFFICERS AND COMMITTEES

PIERPONT BOARD OF GOVERNORS MEMBERS

Continued

Institutional Advancement and Governance Committee

- Dr. Joanne Seasholtz - Committee Chair
- Thomas Cole
- Anthony Hinton
- Christine Miller
- Cierra Roberts

Staff Resources:

- Olivia Boltz
- JT Bowers
- Kathy Hypes
- Stefanie Moore
- George Perich

Student Services and Success Committee

- Christine Miller - Committee Chair
- Juanita Nickerson
- Jeffrey Powell
- Cierra Roberts
- Dr. Joanne Seasholtz

Staff Resources:

- Nancy Parks

Ex-Officio Committee Members- All Committees:

- Lisa Lang and Dr. Michael Waide

Tab

11

PIERPONT COMMUNITY & TECHNICAL COLLEGE BOARD OF GOVERNORS

Meeting of October 27, 2026

ITEM:	Policy PP-2023: Administrator Evaluations
COMMITTEE:	Committee of the Whole
RECOMMENDED RESOLUTION:	Resolved, that the Pierpont Board of Governors approve the 30-day public notice of changes to Policy PP-2023: Administrator Evaluations.
STAFF MEMBER:	George H. Perich; Vice President, Human Resources & Org. Dev.
BACKGROUND:	The language in the existing policy requires language changes to reflect changes in operations and WV Statute.

The last revision of the Pierpont Community & Technical College's Administrator Evaluations Policy was approved in June 2004 and is based upon Fairmont State's processes and does not reflect the institution's revised institutional guidelines. The revised policy is based upon organizational strategic operations and is more efficient.

PUBLIC COMMENT PERIOD: October 29, 2026 through November 28, 2026

All comments are to be made in writing to:

*Amanda Hawkinberry
Executive Assistant to the President
Pierpont Community & Technical College
500 Galliher Drive
Fairmont, WV 26554
Acollins11@pierpont.edu*

*The proposed policy will be available for public viewing on the
Pierpont Community & Technical College website at
<https://www.pierpont.edu/about/board-of-governors/policies/>*

PIERPONT COMMUNITY & TECHNICAL COLLEGE
Board of Governors Policies and Procedures
POLICY # 23
TITLE: ADMINISTRATOR EVALUATION

Effective Date: July 1, 2004

Amended:

Repealed:

SECTION 1. GENERAL

1.1 Scope –Policy regarding the evaluation of administrators

1.3 Effective Date –July 1, 2004

SECTION 2.

The President or his or her designee shall conduct a written performance evaluation of the administrator every third year of the administrator's employment. The administrator's performance shall be evaluated in relation to the duties and responsibilities assigned by the president or designee and any other criteria previously established by his or her supervisor.

The President or his or her designee shall appoint a committee of institutional personnel including faculty and staff, members of boards of advisors where appropriate, students, and a representative of the governing board where appropriate, who are knowledgeable in matters pertaining to the administrator's area of responsibility, to assist in the evaluation in a way deemed most appropriate by the president.

The committee shall meet with the administrator and may schedule interviews, meetings, or open forums to receive the views of the campus community and community at large.

The President or his or her designee shall use the report of the committee in his or her own written evaluation of the administrator. The President or designee's evaluation shall be reported to the Chair of the Board of Governors.

In addition to the formal evaluation every three years, the administrator shall receive a yearly evaluation. The yearly evaluation shall be based on a self-evaluation consisting of a critical review of progress in achieving goals from the previous year and the setting of goals for the subsequent year.

SECTION 3.

Those administrators covered under this policy include: Vice Presidents, Provosts, Assistant or Associate Provosts, others as determined by the President.

The President will develop an initial rotation schedule for the evaluations, with approximately one-third done in any given year.

PIERPONT COMMUNITY & TECHNICAL COLLEGE
Board of Governors Policies and Procedures
PP-2023

TITLE: Administrator Evaluations

REFERENCE: Authority –West Virginia Code §18B-7-5, 18B-1-6 & 18B-7-9.

EFFECTIVE DATE: December 1, 2026

AMENDED: December 1, 2026

REPEALED:

REVIEWED: September 17, 2026

SECTION 1. GENERAL

~~1.1.1~~ The President or his or her designee shall conduct a written performance evaluation of the administrator ~~annually every third year of the administrator's employment~~. The administrator's performance shall be evaluated in relation to the duties and responsibilities assigned by the president or designee and any other criteria previously established by his or her supervisor.

~~1.2~~ The evaluation process is intended to:

~~1.2.1~~ Align Administrator performance with the mission, vision, strategic plan, and institutional priorities of the College;

~~1.2.2~~ Establish clear annual goals and measurable performance expectations;

~~1.2.3~~ Assess the Administrator's effectiveness in achieving established goals and fulfilling assigned responsibilities;

~~1.2.4~~ Encourage continuous improvement, professional growth, innovation, and leadership development;

SECTION 2. SCOPE

~~The President or his or her designee shall appoint a committee of institutional personnel including faculty and staff, members of boards of advisors where appropriate, students, and a representative of the governing board where appropriate, who are knowledgeable in matters pertaining to the administrator's area of responsibility, to assist in the evaluation in a way deemed most appropriate by the president.~~

~~The committee shall meet with the administrator and may schedule interviews, meetings, or open forums to receive the views of the campus community and community at large.~~

~~The President or his or her designee shall use the report of the committee in his or her own written evaluation of the administrator. The President or designee's evaluation shall be reported to the Chair of the Board of Governors.~~

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2.1 The ~~annual~~yearly evaluation ~~shall~~will be based on a self-evaluation consisting of a critical review of progress in achieving goals from the previous fiscal year and the setting of goals for the subsequent fiscal year.

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2.2 This policy applies to all Administrators and other positions designated by the President (Administrator) as members of the College's executive leadership team.

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SECTION 3. ANNUAL GOAL SETTING

~~Those administrators covered under this policy include: Vice Presidents, Provosts, Assistant or Associate Provosts, others as determined by the President.~~

~~The President will develop an initial rotation schedule for the evaluations, with approximately one third done in any given year.~~

3.1 At the beginning of each evaluation cycle, the President and each Administrator will establish written performance goals for the upcoming year. Goals should be established within 45 days of the beginning of the next fiscal year and shall be documented.

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3.2 Each Administrator should normally have between three (3) and five (5) significant annual goals. The number of goals may vary based on the Administrator's responsibilities, major institutional initiatives, and the complexity of the individual's assigned area.

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3.3 Annual goals should generally address Pierpont's strategic plan or major organizational priorities, as well as area-specific goals related to the Administrator's assigned area of responsibility.

3.4 Given the rapidly changing environment, annual goals may be subject to change, adjustment, or elimination.

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SECTION 4. OTHER DUTIES AND RESPONSIBILITIES

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4.1 In addition to annual goals, each Administrator will be evaluated on the effective performance of the ongoing duties and responsibilities contained in the individual's job description. Evaluation of ongoing responsibilities may include:

4.1.1 Leadership and management

4.1.2 Fiscal Responsibility

4.1.3 Employee Development

4.1.4 Communication

4.1.5 Collaboration

4.1.6 Customer Service

4.1.7 Compliance

4.1.8 Accountability

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SECTION 5. EVALUATION PROCESS

5.1 Establish Goals The president and administrator meet, prior to the beginning of the fiscal year, to establish and document annual goals.

5.2 Mid-Year Review. Approximately halfway through the evaluation cycle, the President and Administrator meet to review progress. The mid-year review should address:

5.2.1 Progress toward each goal

5.2.2 Barriers or challenges

5.2.3 Changes in institutional priorities

5.2.4 Resources needed

5.2.5 Goals that should be modified or discontinued

5.2.6 New priorities that should be incorporated

5.2.7 The mid-year review is intended to be developmental and does not necessarily constitute a formal evaluation.

5.3 Administrator Self Evaluation. Prior to the annual evaluation meeting, the Administrator completes a self-evaluation addressing each established goal and the individual's overall performance. The self-evaluation should identify:

5.3.1 Accomplishments

5.3.2 Supporting data

5.3.3 Goals not achieved and reasons

5.3.4 Significant unanticipated accomplishments

5.3.5 Areas requiring improvement

5.3.6 Goals or priorities for the upcoming evaluation period

5.4 President Evaluation. The President shall create and conduct the formal annual evaluation, then meet with the Administrator to discuss the evaluation. The meeting should include:

5.4.1 Review of accomplishments

5.4.2 Discussion of areas for improvement

5.4.3 Review of goal achievement

5.4.4 Discussion of institutional priorities

5.4.5 Establishment of preliminary goals for the next evaluation cycle.

5.5 The President shall complete the final written evaluation and provide a copy to the Administrator.

SECTION 6. PROFESSIONAL DEVELOPMENT

6.1 Each annual evaluation shall identify professional development activities that may improve the administrator's effectiveness or prepare the individual for future institutional responsibilities. Professional development may include:

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- 6.1.1 Executive leadership development
- 6.1.2 Higher education conferences
- 6.1.3 Professional certifications
- 6.1.4 Professional associations
- 6.1.5 Specialized training
- 6.1.6 Mentoring
- 6.1.7 Executive education;
- 6.1.8 Other activities approved by the President.

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